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ABSTRACT

This document contains a compendium of research on the job placement of college students and graduates. The objectives of this publication are to help individuals involved in job placement learn the research findings in the field and to provide guidance to researchers in the field regarding areas needing additional study. The introduction explains the organization of this publication and is followed by: (1) an outline of the job placement topics covered by this summary of research; (2) an index that lists topics from the outline; (3) an overall summary of the findings reported in the research abstracts; and (4) a brief discussion of areas in the field that appear to need additional research. The majority of this publication consists of 99 one-page research abstracts arranged alphabetically by author. Each abstract summarizes a different study conducted in the field. For each abstract, the title of the study, the author, and the publication source are listed. The remainder of the abstract briefly summarizes the problem, methodology, and major results of the study. The studies abstracted in this publication were conducted to either identify employer preferences regarding the application process and materials; examine the effectiveness of job-acquisition training; investigate the nature and importance of job-seeking behaviors; or determine the influence of various factors on the evaluation of college-educated job applicants. While studies published through April 1983 are included in this review, plans to periodically update this publication are discussed. (NB)

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REVIEW OF RESEARCH

CG 019238

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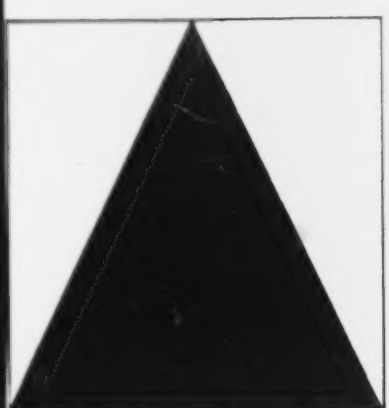

PART II

Career Placement

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REVIEW OF RESEARCH: PART II

CAREER PLACEMENT

by

Roland B. Guay

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* * * * * * * * * THE AUTHOR * * * * * * * * *

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* *

INTRODUCTION

This compendium of research on the job placement of college students and graduates is the result of an initiative by the College Placement Council. CPC was concerned about the lack of up-to-date reviews of research in the field and the adverse impact this could ultimately have on the quality of services provided by professionals who assist students and graduates of institutions of higher education in the employment process. In response to this concern, the CPC Foundation supported the preparation of this publication. The objectives of the publication are to (1) help individuals involved in job placement learn what has been found by the numerous studies conducted in the field, and (2) provide guidance to those individuals interested in doing research in the field regarding areas needing additional study.

The CPC Foundation plans to periodically update this publication to make sure that an up-to-date resource on research in the field is available to the many people who could profit from this information. The loose-leaf format will make it easy to insert new materials. This new material will serve as either an addition to existing materials or as a replacement for existing materials considered out-of-date.

RESEARCH ABSTRACTS

One-page research abstracts make up the majority of this publication. Each abstract summarizes a different study conducted in the field. At the top of the abstract the title of the study, the author(s), and the publication source are listed. The remainder of the abstract briefly summarizes the problem, methods (i.e., participants, instrumentation, and procedures), and major results of the study.

The results are presented in a simple manner so that they are understandable to individuals without statistical training. Statements such as "job-seeking success was found to be related to the amount of relevant work experience" should be interpreted as saying that the two variables are significantly related. However, the reader should be aware that the criteria for significance varies from study to study.

The abstracts are arranged alphabetically by author. This ordering is used primarily to facilitate adding new abstracts to this publication in the future.

SOURCE OF THE ABSTRACTED STUDIES

The source of studies for this summary of research is limited to published research articles and monographs. The published studies considered for inclusion are not restricted to those from any particular journals or time period. As a result, a wide range of journals and dates is reflected by the studies summarized in this publication.

The search for studies involved the use of both printed and computerized abstracting and indexing services. Most of the abstracted studies were found, however, by simply following-up on references cited in other studies.

CRITERIA FOR SELECTING THE ABSTRACTED STUDIES

Three major criteria were used to select the studies summarized in this publication. Selected studies had to meet all three criteria listed below:

(1) The research problem is closely related to at least one job placement topic covered by the publication;

(2) The findings appear to have a reasonable level of research validity;

(3) The findings contribute to the advancement of knowledge in the field.

ORGANIZATION OF THIS PUBLICATION

The research abstracts are placed at the end of this publication. Four other sections precede the abstracts, immediately following this introduction. These four sections appear in the following order:

-- An outline of the job placement topics covered by this summary of research.

-- An index that lists topics from the outline. Under each topic the author(s) and date of each study relating to that topic are listed alphabetically by author. Many studies are listed under more than one topic.

-- A brief overall summary of the findings reported in the research abstracts.

-- A brief discussion of areas in the field that appear to need additional research.

Plans are to replace these four sections each time the publication is updated.

Suggestions regarding ways to improve the usefulness of this publication are welcomed, along with suggestions of studies that probably should be added when the publication is updated. Please send these suggestions to the CPC Foundation.

TOPICS COVERED BY THIS SUMMARY OF RESEARCH

The studies abstracted in this publication were conducted to either identify employer preferences regarding the application process and materials; examine the effectiveness of job-acquisition training; investigate the nature and importance of job-seeking behaviors; or determine college-educated job applicants. Most of the abstracted studies deal with the evaluation of job applicants. A detailed outline of the specific topics covered by this summary of research is presented below:

A. EMPLOYER PREFERENCES REGARDING THE APPLICATION PROCESS AND MATERIALS

B. EFFECTIVENESS OF JOB-ACQUISITION TRAINING

C. NATURE AND IMPORTANCE OF JOB-SEEKING BEHAVIORS

D. INFLUENCE OF VARIOUS FACTORS ON THE EVALUATION OF COLLEGE-EDUCATED JOB APPLICANTS

1. Application Materials
   a. Resumes
   b. References (e.g., employer and faculty)

2. Applicant Characteristics (reported and observed)
   a. Age
   b. Ambition/Career Goals
   c. Assertiveness and Initiative
   d. Conversational and Communication Skills
   e. Education (e.g., college courses and major)
   f. Enthusiasm and Motivation
   g. Extra-Curricular Activities and Group Membership
   h. Intelligence
   i. Interests and Attitudes
   j. Interpersonal Relations Skills
   k. Leadership Position Experience
   l. Marital Status
   m. Nonverbal Behaviors (e.g., eye contact)
   n. Personal Appearance
   o. Personality and Maturity
   p. Qualifications/Competence
   q. Race
   r. Scholastic Record/College Grades
   s. Self-Confidence and Poise
   t. Sex
   u. Work Experience

3. Other Factors
    a. Evaluator Characteristics (e.g., sex)
    b. Applicant-Evaluator Similarity
    c. Position or Job Type, Difficulty, and Status
    d. Gender-Orientation of the Position or Job
    e. Relevancy of Applicant Information
    f. Favorableness of Applicant Information
    g. Sequencing of Favorable and Unfavorable Applicant Information
    h. Contrast with Previously Reviewed Applicants

INDEX

This publication includes abstracts of 99 studies published through April 1983. The studies are listed in this index.

A. EMPLOYER PREFERENCES REGARDING THE APPLICATION PROCESS AND MATERIALS
- Dortch, 1975
- Feild and Holley, 1976
- Harkness, 1969
- Keyser, 1974
- Rogers, 1979
- Stephens, Watt, and Hobbs, 1979

B. EFFECTIVENESS OF JOB-ACQUISITION TRAINING
- Austin and Vines, 1980
- Hollandsworth, Dressel, and Stevens, 1977
- Schlossman, 1979

C. NATURE AND IMPORTANCE OF JOB-SEEKING BEHAVIORS
- Foster and Schrank, 1980
- Lumsden and Sharf, 1974
- Schneider and Stevens, 1971
- Stevens, 1963
- Stevens, 1973

D. INFLUENCE OF VARIOUS FACTORS ON THE EVALUATION OF COLLEGE-EDUCATED JOB APPLICANTS

1. Application Materials

a. Resumes
- Olney, 1982
- Rogers, 1979
- Stephens, Watt, and Hobbs, 1979

b. References
- Harkness, 1969
- Ma, 1969
- Olney, 1982
- Paquette, 1966
- Posner, 1981
- Rosenblum Kryger and Shikiar, 1978
- Shaffer, Mays, and Etheridge, 1978
- Yantis and Carey, 1971-72

2. Applicant Characteristics

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   Haefner, 1977
   Triandis, 1963

b. Ambition/Career Goals
   Drake, Kaplan, and Stone, 1972
   Garis, Shelton, Slick, Hess, and Swails, 1981
   Keyser, 1974
   Posner, 1981

c. Assertiveness and Initiative
   Cecil, Paul, and Olin, 1973
   Downs, 1969
   Garis, Shelton, Slick, Hess, and Swails, 1981
   Hafer and Hoth, 1981
   Johnson, 1959

d. Conversational and Communication Skills
   Anderson, 1960
   Benson and Chasin, 1976
   Downs, 1969
   Downs and Tanner, 1982
   Drake, Kaplan, and Stone, 1972
   Garis, Shelton, Slick, Hess, and Swails, 1981
   Hafer and Hoth, 1981
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   Hollandsworth, Kazelskis, Stevens, and Dressel, 1979
   Johnson, 1959
   Kohn, 1975
   McGovern and Ideus, 1978
   Ostroth, 1981
   Posner, 1981
   Shaw, 1968
   Tschirgi, 1972-73

e. Education
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   Campion, 1978
   Dickinson, 1955
   Olney, 1982
   Paquette, 1966
   Peck, 1964
   Renwick and Tosi, 1978
   Shaw, 1968

f. Enthusiasm and Motivation
   Dickinson, 1955
   Downs, 1969
   Downs and Tanner, 1982
   Drake, Kaplan, and Stone, 1972
   Hafer and Hoth, 1981
   Johnson, 1959
   McGovern and Ideus, 1978

g. Extra-Curricular Activities and Group Membership
   Benson and Chasin, 1976
   Campion, 1978
   Carroll, 1966
   Ma, 1969
   Peck, 1964
   Posner, 1981
   Rosson, Schoemer, and Nash, 1973
   Shell, 1967
   Shell and Patrick, 1973
   Tschirgi, 1972-73
   Yantis and Carey, 1971-72

h. Intelligence
   Benson and Chasin, 1976
   Dickinson, 1955
   Drake, Kaplan, and Stone, 1972
   Griffitt and Jackson, 1970
   Johnson, 1959
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i. Interests and Attitudes
   Benson and Chasin, 1976
   Hakel, Dobmeyer, and Dunnette, 1970
   Johnson, 1959
   Peck, 1964
   Shaw, 1968

j. Interpersonal Relations Skills
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   Garis, Shelton, Slick, Hess, and Swails, 1981
   Johnson, 1959
   Ostroth, 1981
   Triandis, 1963

k. Leadership Position Experience
   Campion, 1978
   Carroll, 1966
   Rosson, Schoemer, and Nash, 1973

l. Marital Status
   Benson and Chasin, 1976
   Carroll, 1966
   Ma, 1969
   Renwick and Tosi, 1978
   Shell, 1967
   Shell and Patrick, 1973

m. Nonverbal Behaviors
   Hollandsworth, Kazelskis, Stevens, and Dressel, 1979
   McGovern and Ideus, 1978
   Tessler and Sushelsky, 1978
   Young, Beier, and Beier, 1979

n. Personal Appearance
   Benson and Chasin, 1976
   Cann, Siegfried, and Pearce, 1981
   Carlson, 1967
   Carroll, 1966
   Cash, Gillen, and Burns, 1977
   Cecil, Paul, and Olins, 1973
   Cohen, 1971
   Dipboye, Arvey, and Terpstra, 1977
   Dipboye, Fromkin, and Wiback, 1975
   Downs and Tanner, 1982
   Hafer and Hoth, 1981
   Heilman and Saruwatari, 1979
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   Shaw, 1968
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   Kohn, 1975
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Carlson, 1967
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Haefner, 1977
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Hopper and Williams, 1973
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q. Race
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McIntyre, Moberg, and Posner, 1980
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Wexley and Numeroff, 1974

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Drake, Kaplan, and Stone, 1972
Garis, Shelton, Slick, Hess, and Swails, 1981
Hakel, Dobmeyer, and Dunnette, 1970
Kohn, 1975
Ma, 1969
Muchinsky and Harris, 1977
Olney, 1982
Paquette, 1966
Peck, 1964
Posner, 1981
Rogers, 1979
Rosson, Schoemer, and Nash, 1973
Shell, 1967
Shell and Patrick, 1973
Tschirgi, 1972-73

Yantis and Carey, 1971-72
Zikmund, Hitt, and Pickens, 1978

s. Self-Confidence and Poise
Cecil, Paul, and Olins, 1973
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Downs and Tanner, 1982
Garis, Shelton, Slick, Hess, and Swails, 1981
Hollandsworth, Kazelskis, Stevens, and Dressel, 1979
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t. Sex
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Cann, Siegfried, and Pearce, 1981
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Cecil, Paul, and Olins, 1973
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Dipboye, Arvey, and Terpstra, 1977
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Haefner, 1977
Hamner, Kim, Baird, and Bigoness, 1974
Heilman and Saruwatari, 1979
Heneman, 1977
McIntrye, Moberg, and Posner, 1980
Muchinsky and Harris, 1977
Renwick and Tosi, 1978
Rose and Andiappan, 1978
Rosen and Jerdee, 1974
Rosenblum Kryger and Shikiar, 1978
Shaw, 1972
Simas and McCarrey, 1979
Triandis, 1963
Zikmund, Hitt, and Pickens, 1978

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Hafer and Hoth, 1981
Hakel, Dobmeyer, and Dunnett, 1970
Ma, 1969
Olney, 1982
Paquette, 1966
Peck, 1964
Posner, 1981
Shaw, 1968
Tschirgi, 1972-73

3. Other Factors

a. Evaluator Characteristics
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   Dipboye, Arvey, and Terpstra, 1977
   Ferris and Gilmore, 1977
   Hamner, Kim, Baird, and Bigoness, 1974
   Mullins, 1982
   Simas and McCarrey, 1979
   Sydiaha, 1962

b. Applicant-Evaluator Similarity
   Baskett, 1973
   Griffitt and Jackson, 1970
   Peters and Terborg, 1975
   Rand and Wexley, 1975
   Wexley and Nemeroff, 1974

c. Position or Job Type, Difficulty, and Status
   Dickinson, 1955
   Hakel and Schuh, 1971
   Heilman and Saruwatari, 1979
   Hopper and Williams, 1973
   Kalin and Rayko, 1978
   Renwick and Tosi, 1978
   Rosen and Jerdee, 1974
   Shaw, 1972
   Shell, 1967
   Triandis, 1963

d. Gender-Orientation of the Position or Job
   Cash, Gillen, and Burns, 1977
   Cohen, 1976
   Cohen and Bunker, 1975
   Muchinsky and Harris, 1977
   Rose and Andiappan, 1978

e. Relevancy of Applicant Information
   Constantin, 1976
   Hollandsworth, Kazelskis, Stevens, and Dressel, 1979
   Wiener and Schneiderman, 1974

f. Favorableness of Applicant Information
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   Carlson and Mayfield, 1967
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Carlson, 1971
Farr, 1973
Farr and York, 1975
Peters and Terborg, 1975
Tucker and Rowe, 1979

h. Contrast With Previously Reviewed Applicants
Carlson, 1970
Carlson, 1971
Hakel, Ohnesorge, and Dunnette, 1970
Landy and Bates, 1973
Rowe, 1967
Wexley, Yukl, Kovacs, and Sanders, 1972

OVERALL SUMMARY OF THE FINDINGS

The major findings of the abstracted studies listed under each index heading are summarized in this section.

A. EMPLOYER PREFERENCES REGARDING THE APPLICATION PROCESS AND MATERIALS

Data obtained through surveys of employers by Dortch (1975), Feild and Holley (1976), Keyser (1974), Rogers (1979), and Stephens, Watts, and Hobbs (1979) led the authors to make numerous suggestions regarding preferred resume content and format.

B. EFFECTIVENESS OF JOB-ACQUISITION TRAINING

All three abstracted studies dealing with this topic report results suggesting a positive influence of job-acquisition training on interview performance. Results of the research by Schlossman (1979) revealed that the training also increased overall job-search preparedness.

C. NATURE AND IMPORTANCE OF JOB-SEEKING BEHAVIORS

Findings of studies by Scheider and Stevens (1971) and Stevens (1973) suggest that a relationship exists between personality traits and job-seeking behavior patterns. Evidence to suggest that particular job-seeking behaviors are associated with job-acquisition success is provided through research by Foster and Schrank (1980), Lumsden and Sharf (1974), Stevens (1963), and Stevens (1973).

D. INFLUENCE OF VARIOUS FACTORS ON THE EVALUATION OF COLLEGE-EDUCATED JOB APPLICANTS

D.1.a. Resumes

Studies by Olney (1982) and Rogers (1979) report findings to suggest the importance placed on resume content when employers evaluate job applicants. The influence of resume format on employment-suitability evaluations is indicated by the results of research by Rogers (1979) and Stephens, Watt, and Hobbs (1979).

D.1.b. References

Only the findings of the study by Yantis and Carey (1971-72) provide support for the notion that reference letters may affect employer evaluations of job applicants. The study by Shaffer, Mays, and Etheridge (1976) reports data to suggest that employers favor job applicants who have letters of recommendation that are confidential.

D.2.a. Age

The research by Haefner (1977) is the only study that provides data suggesting that job-applicant age is a factor impacting on employment-suitability evaluations.

D.2.b. Ambition/Career Goals

The influence of job-applicant ambition/career goals on employer evaluations of applicants is suggested by the results of studies by Drake, Kaplan, and Stone (1972), Garis, Shelton, Slick, Hess, and Swails (1981), and Keyser (1974).

D.2.c. Assertiveness and Initiative

All the abstracted studies on this topic present evidence suggesting that job-applicant assertiveness or initiative is a factor influencing employment-suitability evaluations. Cecil, Paul, and Olin (1973) report results suggesting that assertiveness may be perceived as more important for male job applicants.

D.2.d. Conversational and Communication Skills

Many studies dealing with this topic (e.g., Benson and Chasin, 1976; Hafer and Hoth, 1981; Tschirgi, 1972-73) report findings to support the notion that conversational and communication skills of job applicants may influence employer evaluations of the applicants.

D.2.e. Education

Results reported by Renwick and Tosi (1978) suggest that job-applicant education has a greater effect than sex or marital status on employer evaluations of applicants. Research by Benson and Chasin (1976) and Peck (1964) are the only other studies presenting findings indicating the potential influence of education on employment-suitability evaluations.

D.2.f. Enthusiasm and Motivation

The positive impact of job-applicant enthusiasm or motivation on employer evaluations of applicants is suggested by the findings of research by Downs (1969), Drake, Kaplan, and Stone (1972), and Hafer and Hoth (1981).

D.2.g. Extra-Curricular Activities and Group Membership

Only the results of the study by Peck (1964) indicate support for the idea that job-applicant participation in extra-curricular activities has a potential impact on employer evaluations of applicants. Moderate support for the influence of group membership of job applicants on employment-suitability evaluations is provided through findings of studies by Campion (1978) and Rosson, Schoener, and Nash (1973).

D.2.h. Intelligence

Research by Dickinson (1955) and Griffitt and Jackson (1970) report findings to suggest that employer evaluations of job applicants are influenced by applicant intelligence. All the other studies listed under the intelligence heading provide only moderate support for the impact of applicant intelligence on employment-suitability evaluations.

D.2.i. Interest and Attitudes

The influence of job-applicant interests on employment-suitability evaluations is suggested by the findings of studies by Peck (1964) and Shaw (1968).

D.2.j. Interpersonal Relations Skills

Support for the notion that employer evaluations of job applicants can be influenced by the interpersonal-relations skills of the applicants is provided through research by Garis, Shelton, Slick, Hess, and Swails (1981), Ostroth (1981), and Triandis (1963).

D.2.k. Leadership Position Experience

The study by Rosson, Schoemer, and Nash (1973) is the only study that provides results suggesting that the leadership-position experience of job applicants is a factor influencing employment-suitability evaluations.

D.2.l. Marital Status

Only the findings of the research by Carroll (1966) provide data to suggest the potential impact of job-applicant marital status on employer evaluations of applicants.

D.2.m. Nonverbal Behaviors

The effect of job-applicant nonverbal behaviors on employment-suitability evaluations is suggested by results of studies by McGovern and Ideus (1978), Tessler and Sushelsky (1978), and Young, Beier, and Beier (1979).

D.2.n. Personal Appearance

Experiments by Cann, Siegfried, and Pearce (1981), Cash, Gillen, and Burns (1977), Dipboye, Arvey, and Terpstra (1977), and Dipboye, Fromkin, and Wiback (1975) report findings to suggest that the personal appearance of job applicants has an affect on the employer evaluations of the applicants. The importance of applicant personal appearance on employment-suitability evaluations is also suggested by results of studies by Carroll (1966), Cohen (1971), and Kohn (1975).

D.2.o. Personality and Maturity

Support for the idea that job-applicant personality may influence employer evaluations of applicants is indicated by the findings of research by Ma (1969), Shell (1967), Shell and Patrick (1973). The study by Posner (1981) is the only study that provides results suggesting that applicant maturity is a factor influencing employment-suitability evaluations.

D.2.p. Qualifications/Competence

Substantial evidence to suggest that employer evaluations of job applicants are affected by the applicant's overall qualifications/competence is provided through experiments by Baskett (1973), Dipboye, Arvey, and Terpstra (1977), Haefner (1977), Hopper and Williams (1973), Mullins (1982), Springbett (1958), and Triandis (1963). Research by Carlson (1972) and Heneman (1971) report findings to suggest that applicant test scores have an impact on employment-suitability evaluations.

D.2.q. Race

Four studies present results suggesting that job-applicant race is a factor affecting employer evaluations of applicants. These studies were conducted by Hamner, Kim, Baird, and Bigoness (1974), McIntyre, Moberg, and Posner (1980), Mullins (1982), and Triandis (1963).

D.2.r. Scholastic Record/College Grades

Nearly all of the studies listed under this index heading report findings to suggest that job-applicant scholastic record/college grades influence employment-suitability evaluations. Most notable among these studies are the experiments by Dipboye, Fromkin, and Wiback (1975), Hakel, Dobmeyer, and Dunnette (1970), and Zikmund, Hitt, and Pickens (1978).

D.2.s. Self-Confidence and Poise

Findings of research by Downs (1969), Downs and Tanner (1982), Garis, Shelton, Slick, Hess, and Swails (1981), and Hollandsworth, Kazelskis, Stevens, and Dressel (1979) provide some support for the notion that job-applicant self-confidence or poise may influence employer evaluations of applicants.

D.2.t. Sex

Virtually all the abstracted studies on this topic provide data to support the idea that employment-suitability evaluations can be influenced by the sex of the job applicant. Several of these studies (e.g., Cohen, 1976; Rose and Andiappan, 1978) report findings to suggest that the effect of applicant sex depends on the gender-orientation of the position or job (see D.3.d.).

D.2.u. Work Experience

The positive impact of job-applicant work experience on employer evaluations of applicants is suggested most strongly by the results of research by Carroll (1966), Drake, Kaplan, and Stone (1972), Hakel, Dobmeyer, and Dunnette (1970), and Olney (1982).

D.3.a. Evaluator Characteristics

Research by Ferris and Gilmore (1977) provides data suggesting that the evaluator's sex influences employer evaluations of job appli-

cants. Findings from a study by Hamner, Kim, Baird, and Bigoness (1974) support the idea that the evaluator's race may have an impact on employment-suitability evaluations of particular job applicants.

D.3.b. Applicant-Evaluator Similarity

Applicant-evaluator attitude similarity was found by Griffitt and Jackson (1970) and Peters and Terborg (1975) to influence employer evaluations of job applicants. Rand and Wexley (1975) and Wexley and Nemeroff (1974) found that applicant-evaluator biographical similarity influences employment-suitability evaluations.

D.3.c. Position or Job Type, Difficulty, and Status

The studies by Dickinson (1955), Heilman and Saruwatari (1979), Hopper and Williams (1973), and Shell (1967) report results to suggest the existence of a moderating effect of position or job type on the relationship between job-applicant characteristics and employer evaluations of applicants.

D.3.d. Gender-Orientation of the Position or Job

All the abstracted studies on this topic provide data suggesting that the gender-orientation of the position or job moderates the influence of job-applicant sex on employment-suitability evaluations.

D.3.e. Relevancy of Applicant Information

Research by Constantin (1976) found that relevant, unfavorable job-applicant information is evaluated more negatively by employers than irrelevant, unfavorable information.

D.3.f. Favorableness of Applicant Information

Evidence to suggest that unfavorable applicant information has more influence than favorable information on employer evaluations of job applicants is provided through studies by Bolster and Springbett (1961), Mayfield and Carlson (1966), and Miller and Rowe (1967).

D.3.g. Sequencing of Favorable and Unfavorable Applicant Information

The effect of the sequencing of favorable and unfavorable job-applicant information on employment-suitability evaluations is

suggested most strongly by the findings of research by Blakeney and MacNaughton (1971), Farr (1973), Peters and Terborg (1975), and Tucker and Rowe (1979).

D.3.h. Contrast With Previously Reviewed Applicants

Only the results of the studies by Rowe (1967) and Wexley, Yukl, Kovacs, and Sanders (1972) provide support for the notion that employer evaluations of job applicants may be influenced by contrasts with previously reviewed applicants.

RECOMMENDATIONS FOR FUTURE RESEARCH

Suggestions for future research are presented first for the job-placement topic regarding the influence of various factors on the evaluation of college-educated job applicants. Most of the studies abstracted in this publication deal with this topic. The overriding concern after reviewing the findings of these studies is that it is still very unclear how employers evaluate job applicants, in particular the relative influence of the different factors on these evaluations.

A basic problem contributing to this lack of a clear understanding is the fact that nearly all of the studies reviewed dealing with this topic were conducted without theory on which to base expected results. There seems to be a need to conduct more research testing existing decision-making theories that are applicable to the job-applicant evaluation setting. There also appears to be a great need in the field to develop comprehensive theoretical propositions relating to the employment-decision process and to conduct studies to examine the validity of these propositions.

Two other factors also contribute substantially to the lack of a clear understanding of the way employers evaluate job applicants:

1. The type of research design often used to study this topic is inadequate.

2. Essential control and/or moderator variables are often non-existent in studies.

The best approach to study the relative effect of various factors on employment-suitability evaluations is through the use of experimental research design. The problem is that a large percentage of the abstracted studies dealing with this topic use a survey-questionnaire approach instead of an experimental approach. Data from survey-questionnaire studies typically contribute little to the understanding of cause-and-effect relationships. All the factors under study (i.e., from resumes to contrast with previously reviewed applicants) are amenable to experimental manipulation. This, coupled with the fact that experimental designs often are no more difficult to conduct than survey designs, suggests that in the future investigators should consider using more experimental designs.

Another recommendation regarding future research design seems appropriate--the need for more experiments conducted in field settings. Most of the abstracted studies using experimental methodology are conducted in laboratory settings. A field setting, although admittedly often more difficult to incorporate in the design of a study, can add a substantial amount to the validity of the research findings.

The issue relating to the use of control and/or moderator variables in research is quite complex. To better understand the impact of various factors on employer evaluations of job applicants, there appears to be a need to utilize a larger number of appropriate control and moderator variables. For example, the need to consider the nature of the position or job the applicants are seeking, along with a variety of evaluator characteristics, seems particularly important in the design of future studies.

Research on the job placement of college students and graduates is beset by many of the same methodological problems troubling other fields of research. Besides those problems and solutions discussed so far, a review of the studies abstracted in this publication suggests other needed improvements in future research. Survey studies should concern themselves more with the adequacy of their sampling plans and data analysis procedures. Experimental studies should concern themselves more with the adequacy of the construct validity of dependent variable measures and assumptions of statistical tests. It is an unfortunate state-of-affairs that major methodological limitations and weaknesses that can be easily overlooked are often not disclosed in published research reports. More disclosure would seem appropriate in order to facilitate advancement of research in the field.

The need for additional research on the job placement of college students and graduates is suggested most clearly by the few studies abstracted in this publication dealing with the topics of employer preferences regarding the application process and materials (topic A), the effectiveness of job-acquisition training (topic B), and the nature and importance of Job-seeking behaviors (topic C).

Additional experiments on topics A and B would seem particularly relevant. Under topic B, there appears to be a need for studies relating to the effectiveness of placement counseling programs and practices to help students and graduates construct a job-acquisition plan and develop skill in writing resumes and letters of application.

There also seems to be a need for job-placement research on some topics not listed in the index (not listed because no studies were found on these topics). Particularly important are studies on the relative effectiveness of various college-placement service approaches to (1) referring qualified candidates to employers, and (2) following-up on job referrals.

[redacted]

TITLE: The Relation Between Speaking Times and Decision in the Employment Interview

AUTHOR(S): Anderson, C.W.

SOURCE: Journal of Applied Psychology, 1960, 44, 267-268

PROBLEM

Evaluated the notion that an interviewer's decision may be influenced by the amount of time the applicant talks in comparison to the amount of time the interviewer talks.

METHODS

The data analyzed in this study were obtained by studying tape recordings of 115 employment interviews conducted by six Army personnel officers. In the sample of interviews studied, the applicant was accepted by the interviewer in 70 cases and rejected in 45 cases. Playing the recordings allowed the determination of the amount of time the applicant and interviewer spoke during each interview.

RESULTS

Examination of the data led the authors to conclude that the amount the interviewer talks appears to be directly related to his decision to accept an applicant. It was found that the interviewer talked more in interviews with applicants he accepted than in interviews with those he rejected. It was also found that the applicant talked about the same amount in the acceptance cases as in the rejection cases.

TITLE: Interview Training: Which Method Works Best?

AUTHOR(S): Austin, M. and Vines, H.

SOURCE: Journal of College Placement, 1980, 41(1), 56-60

PROBLEM

Examined the relative effectiveness of five job-interview training methods on the interview performance of college students.

METHODS

The participants were 108 college seniors at a metropolitan university. Eighteen students were randomly assigned to each of five experimental groups and one control group. The five experimental training groups were: interview didactics only, didactics plus a mock interview, didactics plus viewing professionally conducted videotaped interviews, didactics plus viewing self in a videotaped interview with no feedback, and didactics plus viewing self in a videotaped interview with feedback. All the students were given mock interviews and their interview performances were rated by one of two experienced college-placement interviewers before and after treatment.

RESULTS

Analysis of variance procedures were used to evaluate the data. As expected, all five experimental groups performed better than the control group. However, contrary to expectations, no performance differences were found among the five experimental groups. The authors concluded from these findings that a purely didactic approach seemed to be as effective as a combined treatment approach to job interview training among college students.

TITLE: Interview Decisions as Determined by Competency and Attitude Similarity

AUTHOR(S): Baskett, G.D.

SOURCE: Journal of Applied Psychology, 1973, 57, 343-345

PROBLEM

Tested the hypothesis that the more similar the applicant is to the interviewer in regards to attitudes, the more positive will be the interviewer's evaluation of the applicant. Also evaluated the hypothesis that more competent applicants will be evaluated more positively.

METHODS

Forty-eight male and three female college students participated in this study. The students were asked to assume that they work for a large company and the president had asked them to evaluate a candidate for a vice-president position. The students' attitudes were assessed using a fifty-three item questionnaire. Responses were used to prepare written descriptions of hypothetical applicants who were either twenty percent similar or eighty percent similar to the students. Within the two levels of attitude similarity, hypothetical applicants were constructed to reflect three levels of competency. After the students reviewed written information for one applicant, they were asked to make several employment decisions. These decisions included an evaluation of the applicant's suitability for the position and whether or not the applicant should be offered the position.

RESULTS

Analysis of variance procedures were used to examine the data. The results of the analyses led the author to conclude that the hypothesis that more similar applicants would receive more positive evaluations was not confirmed but the hypothesis that more competent applicants would receive more positive evaluations was clearly confirmed.

TITLE: Entry-Level Positions

AUTHOR(S): Benson, G. and Chasin, J.

SOURCE: Journal of College Placement, 1976, 37(1), 73-77

PROBLEM

Part of the study examined the relative importance of various academic and non-academic attributes of job applicants on employers' hiring decisions.

METHODS

A questionnaire was sent to more than 600 personnel officers of business firms listed in the College Placement Annual. A total of 180 usable questionnaires were returned. The respondents to the questionnaire rated the importance of 5 academic attributes and 11 non-academic attributes. The academic attributes were grades in major subject, specific coursework, extra-curricular activities, overall grades, and school attended. Non-academic attributes were communication ability, personality, interview impact, apparent intelligence, attitude toward job vacancy, physical appearance, group memberships, leisure time activities, psychological test results, marital status, and demographics.

RESULTS

The average importance rating was used to prioritize the attributes. In regards to academic attributes, grades in major subject and specific coursework were rated the most important by the personnel officers. The most important non-academic attributes were found to be communications ability, personality, interview impact, apparent intelligence, and attitude towards job vacancy.

TITLE: Effects of Temporal Placement of Unfavorable Information on Decision Making During the Selection Interview

AUTHOR(S): Blakeney, R.N. and MacNaughton, J.F.

SOURCE: Journal of Applied Psychology, 1971, 55, 138-142

PROBLEM

Part of the study tested the hypothesis that the earlier the unfavorable information comes in the interview, the less favorable the rating of the interviewee will be.

METHODS

The participants in this study were 126 male university students enrolled in behavioral management science classes. The students listened to an audio tape of a simulated interview in which the location and content of one piece of unfavorable information was systematically varied. The students were asked to evaluate the interviewee as an applicant for a general management trainee position in a large industrial corporation. Ratings were collected on the applicant's ambition, creativity, perseverance, decisiveness, social adjustment, maturity, and overall acceptability.

RESULTS

Analysis of variance was used to test the hypothesis. The findings from the data analysis led the authors to conclude that the hypothesis was generally verified. It was found, as expected, that if early information is not all favorable, final decisions are more likely to be negative. However, contrary to expectations, it was found that if the unfavorable information comes during the middle portion of the interview, final decisions are not substantially different from those obtained when the unfavorable information comes during the first portion of the interview.

TITLE: The Reactions of Interviewers to Favorable and Unfavorable Information

AUTHOR(S): Bolster, B.I., and Springbett, B.M.

SOURCE: Journal of Applied Psychology, 1961, 45, 97-103

PROBLEM

Part of the study evaluated the notion that interviewers react more strongly to unfavorable information about the applicant than they do to favorable information.

METHODS

The participants in this study were 16 Army personnel officers. These participants were randomly divided into four groups of four. Each participant assessed the suitability of 12 applicants for a specific position. Information on four hypothetical applicants was presented to the participants during each of three sessions. The four subgroups of participants received the information in different orders. Two descriptions of the hypothetical applicants contained only favorable information and two contained only unfavorable information. The other eight descriptions contained a mixture of favorable and unfavorble information. Participants rated each hypothetical applicant on the degree of rejection or acceptance.

RESULTS

Correlational and t-test procedures were used to examine the obtained ratings. Results from the analyses suggested support for the notion. It was found that unfavorable information exerts more influence than does favorable information on the employment decision. However, this differential influence was found to exist only when the evaluator had made a preliminary decision and the unfavorable information appeared later.

TITLE: Indentification of Variables Most Influential in Determining Interviewers' Evaluations of Applicants in a College Placement Center

AUTHOR(S): Campion, M.A.

SOURCE: Psychological Reports, 1978, 42, 947-952

PROBLEM

Examined the relative influence of several job-applicant characteristics on the evaluations of professional interviewers.

METHODS

The participants in this study were 17 professional interviewers and 170 job applicants. Each interviewer saw from 3 to 24 applicants. After each interview, the interviewer was instructed to make three evaluations of the applicant (e.g., the chances the applicant has in being given further employment consideration). Data on nine applicant characteristics were collected from the personal information contained on the placement center application form. These characteristics were sex, academic major, involvement in college sports, membership in a fraternity or sorority, reception of special awards, other college organization memberships, offices held in any college organization, membership in professional societies outside college, and undergraduate grade-point average.

RESULTS

Multiple-regression procedures were used to evaluate the data. The best combination of predictors across all three evaluations was found to be undergraduate grade-point average, membership in a fraternity or sorority, and membership in professional societies.

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RESULTS

Multiple-regression procedures were used to evaluate the data. The best combination of predictors across all three evaluations was found to be undergraduate grade-point average, membership in a fraternity or sorority, and membership in professional societies.

TITLE: Forced Attention to Specific Applicant Qualifications: Impact on Physical Attractiveness and Sex of Applicant Biases

AUTHOR(S): Cann, A., Siegfried, W., and Pearce, L.

SOURCE: Personnel Psychology, 1981, 34, 65-75

PROBLEM

Investigated the effect of forced postponement of a hiring decision until after specific qualifications had been evaluated on reducing sex and physical attractiveness discrimination.

METHODS

The participants in this study were 148 female and 96 male undergraduate students. These students evaluated the qualifications of an attractive, average, or unattractive male or female job applicant for a department manager position. The students were given a folder containing a description of the position, a two-page resume, and three reference letters. After five minutes of reviewing the information on the hypothetical job applicant, the students were given either an overall-rating or an individual-rating sheet to complete. Following the completion of the first sheet, they were given the other sheet. The overall-rating sheet asked the students to rate the applicant on a 10-point scale on qualifications and a 6-point scale on how much they favored hiring the applicant. The individual-rating sheet required the students to rate 10 different applicant characteristics on a 10-point scale.

RESULTS

Analysis of variance procedures were used to evaluate the data. The findings of the analyses revealed that sex and attractiveness did affect the hiring decision. Male and attractive applicants were found to be preferred. Postponement of the hiring decision was not found to influence the impact of the sex and attractiveness factors.

TITLE: Selection Interview Decisions: The Relative Influence of Appearance and Factual Written Information on an Interviewer's Final Rating

AUTHOR(S): Carlson, R.E.

SOURCE: Journal of Applied Psychology, 1967, 51, 461-468

PROBLEM

Investigated the relative effect of appearance and factual written data on an interviewer's final evaluation of applicants for life insurance agent positions.

METHODS

Several hundred life insurance agency managers who had attended a special two-week school on agency management served as participants in this study. These managers were sent a test booklet which presented appearance and written information on a hypothetical job applicant and the managers were asked to rate the applicant on his potential for success as a life insurance agent and how the applicant measured up against applicants the managers had interviewed the past year. The managers were also asked to indicate whether they would hire or reject the applicant. Eight hypothetical applicants were studied. The applicants differed in appearance and written information, i.e., these two variables were presented in complementary and contrasting patterns.

RESULTS

Analysis of variance and analysis of covariance were the principal methods used to evaluate the data. The results of the analyses suggested that appearance data had little impact compared to written data on the managers' evaluation of job applicants.

TITLE: Effect of Applicant Sample on Ratings of Valid Information in an Employment Setting

AUTHOR(S): Carlson, R.E.

SOURCE: Journal of Applied Psychology, 1970, 54, 217-222

PROBLEM

Evaluated the effect of the previous job applicant upon ratings of test results for the following applicant.

METHODS

The participants in this study were life insurance managers who were attending a two-week school in agency management. These managers reviewed written information on hypothetical applicants for an insurance position and rated each applicant's potential for success on the job based only on the test scores presented for the applicant. The managers also indicated whether or not they would hire each applicant. Two informational aspects of the previous job applicant were varied: the overall level of information favorability and the order of information presented. Eight items of information were used in creating each hypothetical applicant.

RESULTS

Analysis of variance procedures were used to examine the data. The findings led the author to conclude that the quality of the previous job applicant does have an effect on the evaluation of test results for the following applicant, but its effect on the overall employment decision is negligible. It was also concluded that the effect of the previous job applicant seems to be due to the primacy-recency effect rather than the overall degree of information favorability.

TITLE: Effect of Interview Information in Altering Valid Impressions

AUTHOR(S): Carlson, R.E.

SOURCE: Journal of Applied Psychology, 1971, 55, 66-72

PROBLEM

Sought to determine if an initial valid impression of an applicant can be altered by selection-interview information differing in favorability, order of presentation, and the quality of the preceding applicant.

METHODS

Life insurance agency managers attending a two-week school served as interviewers in this study. Each manager evaluated eight hypothetical job applicants for a position in the insurance sales field. Descriptive personal history statements were used to convey information regarding each hypothetical applicant. The first item of information on each applicant was aptitude test results. One-third of the managers were told the applicants passed the testing, another third were told the applicants failed the testing, and the other third were told the applicants had not taken the tests. Eight other items of personal history information were presented. The applicants varied in the number of items that were favorable and unfavorable and the sequence that this information was presented. After reviewing the information for a particular applicant, the managers rated the applicant on his potential success as a life insurance sales representative.

RESULTS

Analysis of variance procedures were used to examine the data. Results from this analysis revealed that test information had the greatest effect on the interviewer's evaluations. The findings also indicated that the favorability of the information had a substantial impact on the interviewer's evaluation.

TITLE: Evaluating Interview and Employment Application Data

AUTHOR(S): Carlson, R.E., and Mayfield, E.C.

SOURCE: Personnel Psychology, 1967, 20, 441-460

PROBLEM

Part of the study examined the effect of favorable and unfavorable applicant information on the decision to hire or not to hire.

METHODS

Over 600 life insurance agency managers who had attended a two-week school on agency management were sent a questionnaire. Information on eight hypothetical applicants for a position of life insurance agent was presented in the questionnaire. The information presented for the applicants varied in degree of favorability. After reading the information for each applicant, the managers rated the applicant on his potential success as a life insurance agent and made the decision whether they would hire or reject the applicant. The managers also ranked all eight hypothetical applicants in order of potential job success.

RESULTS

Analysis of variance procedures were used to evaluate the data. The findings of the analyses led the authors to conclude that the degree of favorability of the information presented for an applicant is by far the most important information characteristic in a manager's decision making.

TITLE: Relationship of Various College Graduate Characteristics to Recruiting Decisions

AUTHOR(S): Carroll, S.J.

SOURCE: Journal of Applied Psychology, 1966, 50, 421-423

PROBLEM

Attempted to identify personal and biographical characteristics of job applicants that are associated with success in the campus-recruiting process.

METHODS

A questionnaire was mailed to 211 make graduates of the business school at one university. A total of 147 usable questionnaires were returned. The questionnaire was used to collect data regarding job-seeking success. Five criteria of job-seeking success were used in this study: number of job offers received, number of visit offers received, number of job offers received as a proportion of the number of visit offers accepted, number of visit offers received as a proportion of the number of visit offers accepted, number ov visit offers received as a proportion of the number of interviews taken, and the composite of these four. Data on 19 personal and biographical variables were collected for each participant from the individual's placement files. These variable numbers included age, grades, membership in a college fraternity, number of leadership positions in college, work experience, and weight.

RESULTS

Chi-square procedures were used to examine the relationship of various applicant characteristic and job-seeking success. Only 3 of the 19 characteristics studied were found to be related to one or more measures of job-seeking success. These variables were handsomeness, marital status, and office-work experience. These findings were described by the author as contrary to the results typically received when employer representatives assign relative weights to these same characteristics based on their importance in selection decisions.

TITLE: Sexism and "Beautyism" in Personnel Consultant Decision Making

AUTHOR(S): Cash, T., Gillen, B., and Burns, D.

SOURCE: Journal of Applied Psychology, 1977, 62, 301-310

PROBLEM

Part of the study examined the impact of the applicant's sex and attractiveness on employment suitability evaluations.

METHODS

The participants in this study were 36 female and 36 male personnel officers from various organizations. Each participant evaluated one male or female hypothetical applicant whose appearance was attractive, unattractive, or unknown. The applicant was evaluated for each of six positions. Two of these positions were masculine (e.g., automobile salesperson), two positions were feminine (e.g., telephone operator), and two neuter (e.g., motel desk clerk). A standard resume package was constructed and the various hypothetical applicants were created by changing the first name of the applicant and omitting or including a photograph of the applicant. Nine-point scales were used to obtain data from the respondents regarding the applicant's potential in each of the six positions.

RESULTS

Analysis of variance and t-test procedures were used to evaluate the data. The overall findings led the authors to conclude that personnel decisions made in the study strongly reflected the operation of sex-role stereotypes as well as sex-relevant and sex-irrelevant attractiveness stereotypes. For example, it was found that males were preferred for masculine positions and females for feminine positions. It was also found that physical attractiveness affects personnel decisions to the advantage of good-looking applicants, unless they see positions considered inappropriate for their sex.

TITLE: Perceived Importance of Selected Variables Used To Evaluate Male and Female Job Applicants

AUTHOR(S): Cecil, E.A., Paul, R.J., and Olins, R.A.

SOURCE: Personnel Psychology, 1973, 26, 397-404

PROBLEM

Compared female to male job applicants with regard to the importance placed on 50 factors in making selection decisions.

METHODS

The participants in this study were 118 graduate and undergraduate students. The students were presented with a list of 50 variables. These variables included such traits as pleasant voice, personal appearance, sense of humor, independence, and self-confidence. The students were asked to rate each factor on a five-point scale of importance with regard to considering an applicant for a job as a white-collar worker. Approximately half the students responded after being told the applicant is female and the other half after being told the applicant is male.

RESULTS

Mann-Whitney-U tests were conducted to compare the ratings for female and male applicants. The results revealed that five factors were rated more important for males than for females (e.g., aggressiveness) and six factors were rated more important for females than for males (e.g., clerical skills). The authors concluded that standard variables which are frequently used to evaluate job applicants are perceived to be of different importance depending on whether the applicant is a female or a male.

TITLE: Long Hair and Jobs: What Do Recruiters Think?

AUTHOR(S): Cohen, S.L.

SOURCE: Journal of College Placement, 1971, 32(1), 53-58

PROBLEM

Part of the study examined the effect men's hair length and style have on the outcome of an interview.

METHODS

A total of 330 recruiters who visited a university campus were asked to complete a questionnaire. A total of 224 returned questionnaires were usable. The questionnaire asked the recruiters to rate on a five-point scale the extent to which various hair appendages affected their decision to recommend a student. Ratings were obtained on four hair appendages: shoulder-length hair, mustaches, beards, and sideburns. The questionnaire was also used to collect data regarding the recruiter's age and amount of interviewing experience.

RESULTS

The average ratings revealed that according to the recruiters responding to the questionnaire, shoulder-length hair has a substantial negative impact on the outcome of an interview. Beards were rated as having a negative influence, but not to the extent of shoulder-length hair. Mustaches and sideburns were rated to have little impact on the interview decision. Further analyses showed that the recruiters' ratings were partly a function of their age. It was found that older recruiters were less likely to be tolerant of various hair styles.

TITLE: The Basis of Sex-bias in the Job Recruitment Situation

AUTHOR(S): Cohen, S.L.

SOURCE: Human Resource Management, 1976, 15(3), 8-10

PROBLEM

Part of the study examined whether women would be judged as unfit for male-oriented positions, despite their qualifications.

METHODS

The participants in this study were 150 professional job recruiters. Each recruiter reviewed information on and evaluated one hypothetical job applicant. The applicant was portrayed as either a male or a female applying for either a female-oriented position (editorial assistant) or a male-oriented position (personnel technician). The recruiters reviewed a packet of information that included a job description, a completed application blank, and an interview transcript. All the information for the male and female applicants for the same position was similar except for the name. After reviewing the information on the hypothetical applicant, the recruiters were asked to make several evaluations, including whether or not they would hire the applicant.

RESULTS

A chi-square analysis of the data revealed that the female applicants were evaluated as substantially more acceptable than males when applying for the female-oriented position, but as considerably more unacceptable for the male-oriented position. The author suggested that the employment decisions are not necessarily based on just the sex of the applicant, but on the interaction between sex and the gender orientation of the position.

TITLE: Subtle Effects of Sex Role Stereotypes on Recruiters' Hiring Decisions

AUTHOR(S): Cohen, S.L., and Bunker, K.A.

SOURCE: Journal of Applied Psychology, 1975, 60, 566-572

PROBLEM

Evaluated the notion that the job classification and/or type of work is partially responsible for personnel decisions discriminating against women.

METHODS

The participants in this study were 150 male job recruiters. These recruiters were asked to evaluate relevant employment information on one hypothetical job applicant. The applicant was either male or female and the job opening was either male-oriented or female-oriented. The assignment of the specific applicant sex-job condition was made randomly. All recruiters reviewed a job description, a completed application blank, and an interview transcription for the applicant assigned to them. After reviewing the information, the recruiters completed two rating scales regarding qualifications of the applicant for the job. One scale forced the recruiter to make a hiring decision.

RESULTS

Chi-square and multiple-regression procedures were used to analyze the data. The findings indicated that hiring decisions are not influenced independently by the applicant's sex or the type of work but rather by the interaction of these two variables. It was found that more females than males were recommended for the female-oriented position, while more males were recommended for the male-oriented position.

TITLE: An Investigation of Information Favorability in the Employment Interview

AUTHOR(S): Constantin, S.W.

SOURCE: Journal of Applied Psychology, 1976, 61, 743-749

PROBLEM

Investigated whether employment decisions are influenced by interview information that is favorable and unfavorable and that varies according to relevancy and deviancy (i.e., deviation from social norms.)

METHODS

The participants in this study were 31 female and 81 male undergraduate students. Each student listened to a tape-recorded interview of one of eight hypothetical applicants for a laboratory assistant position and then completed several scales to assess the suitability of the applicant for that position. The tape-recorded interview covered the content areas of work history, interests, and academic achievement. The recordings were prepared to present information at the two extremes with regard to favorability, relevancy, and deviancy. After listening to the recording, the students evaluated the hypothetical applicant on several factors, including willingness to hire and ability to do the work.

RESULTS

Analysis of variance procedures were used to evaluate the data. Results of the analysis led the author to reach three major conclusions: more deviant information is evaluated more extremely than more normative information; relevant unfavorable information is evaluated more negatively than irrelevant unfavorable information; favorable information is evaluated more positively regardless of the relevancy of the information.

TITLE: What Employers Look For in the College Graduate

AUTHOR(S): Dickinson, C.

SOURCE: Personnel and Guidance Journal, 1955, 33, 460-464

PROBLEM

Part of the study sought to identify the perceived importance of various applicant characteristics with regard to success at work and to determine whether the relative importance of these characteristics varies among different fields of work.

METHODS

A questionnaire was mailed to 639 employers. Usable questionnaires were returned by 419 of the employers. The questionnaire required the employers to rank order seven characteristics according to their relative importance for a successful working career. These seven characteristics were sociality, intelligence, conscientiousness, drive, training, judgment, and physical traits. The employers were asked to rank the characteristics separately for each of several occupational fields (i.e., administrative, technical, accounting, teaching, and sales) but only for fields in which they hire college graduates.

RESULTS

Analysis of the average rankings revealed that for each of the five occupational fields, a different factor is ranked by employers as being most important for a successful working career. The average rankings also indicated that intelligence is consistently rated high for all fields and physical traits low for all fields. Series of t-tests showed that there are very large differences between occupational fields with regard to the relative importance of the seven characteristics.

TITLE: Sex and Physical Attractiveness of Raters and Applicants as Determinants of Resume Evaluations

AUTHOR(S): Dipboye, R.L., Arvey, R.D., and Terpstra, D.E.

SOURCE: Journal Of Applied Psychology, 1977, 62, 288-294

PROBLEM

Investigated the impact of job-applicant sex, physical attractiveness, and qualifications on employment evaluations when evaluator sex and attractiveness are taken into consideration.

METHODS

The participants in this study were 48 female and 48 male undergraduate psychology students. These students were classified as either highly attractive, moderately attractive, or unattractive based on experimenter ratings. The students reviewed a job description for a managerial position, then were asked to review and evaluate 12 resumes of hypothetical job applicants. Six resumes depicted male applicants and six female applicants. Six resumes (three for each sex) depicted highly-qualified applicants and six poorly-qualified applicants. Within each sex by qualification group, the three resumes depicted applicants who were high, moderate, and low in attractiveness. After reviewing each resume, the students were asked to make several hiring decisions.

RESULTS

Repeated measures analysis of variance procedures were used to examine the data. Findings from this analysis led the authors to conclude that, regardless of evaluator sex and attractiveness, highly-qualified applicants were preferred over poorly-qualified applicants, male applicants were preferred over female applicants, and attractive applicants were preferred over unattractive applicants.

TITLE: Relative Importance of Applicant Sex, Attractiveness, and Scholastic Standing in Evaluation of Job-applicant Resumes

AUTHOR(S): Dipboye, R.L., Fromkin, H.L., and Wiback, K.

SOURCE: Journal of Applied Psychology, 1975, 60, 39-43

PROBLEM

Examined the basis on which interviewers discriminate among job-applicant resumes.

METHODS

The participants in the study were 30 male undergradute students and 30 male professional interviewers representing a wide range of companies. The experimental task was designed to be compatible with the typical practice of screening resumes prior to the interview. The participants read a position description (head of a furniture department in a large department store) and then were asked to rate and rank 12 resumes with regard to suitability of the applicant for the position. The 12 resumes differed according to three dimensions of information: applicant's sex, physical attractiveness, and scholastic record. A wallet-sized photograph was attached to each resume.

RESULTS

Repeated measures analysis of variance procedures were used to evaluate the data. The findings revealed that both the students and the professional interviewers preferred male applicants to female applicants, attractive applicants to unattractive applicants, and applicants of high scholastic standing. Scholastic standing was found to be the most important determinant of applicant suitability for the position.

TITLE: What Businessmen Look For in the Resume

AUTHOR(S): Dortch, R.N.

SOURCE: Personnel Journal, 1975, 54, 516

PROBLEM

This study was conducted to determine what personnel officers perceive as important content and format components of a resume.

METHODS

A questionnaire was mailed to personnel officers of 102 businesses in the Chicago and Milwaukee area. The firms were selected at random from those listed in Dun and Bradstreet. Ninety-eight percent of the questionnaires were returned.

RESULTS

Numerous recommendations for the preparation of resumes were offered by the author from the findings of the data analysis. These recommendations include that the maximum length of the resume should be limited to one and one-half to two pages and that the resume should present information arranged in the following order: personal data, education, work experience, general information, and references.

TITLE: Perceptions of the Selection Interview

AUTHOR(S): Downs, C.W.

SOURCE: Personnel Administration, 1969, 32(3), 8-23

PROBLEM

Part of the study was designed to investigate the relative importance placed on various personal characteristics in making interview decisions.

METHODS

In order to examine the decision-making process in the selection interview, 76 professional interviewers interviewing applicants for jobs in the area of business management completed a comprehensive questionnaire. One section of the questionnaire presented 25 personal characteristics and asked the interviewers which 5 of the 25 most frequently lead to rejection of candidates. Another section of the questionnaire presented the same 25 personal characteristics and asked the interviewers to rate each characteristic on a five-point scale of importance.

RESULTS

Data obtained from both tasks were used to rank order the 25 characteristics in order of importance in making interview decisions. Both sets of data led to virtually the same ordering. The five most important applicant characteristics on both lists were enthusiasm and motivation, ability to communicate orally, emotional stability, aggressiveness and initiative, and confidence in oneself.

TITLE: Decision-making in the Selection Interview

AUTHOR(S): Downs, C.W., and Tanner, J.E.

SOURCE: Journal of College Placement, 1982, 42(4), 58-61

PROBLEM

Part of the study was designed to identify the criteria used in making job-interview decisions.

METHODS

Data were collected using both a questionnaire and a structured-interview technique. A questionnaire which asked respondents to describe the kind of information used to make an interview decision was completed by 66 recruiters and personnel specialists. The structured-interview technique required 24 individuals involved in recruiting to watch one of two different videotaped college-recruitment interviews. Immediately after viewing the tape, these individuals were asked to evaluate the performance of the interviewee.

RESULTS

Both sources of data suggested that the same factors are used in making job-interview decisions. The results led the authors to describe interview decision-making as a process where the recruiter attempts to assess the total person and bases the assessment on such factors as oral communication skills, self-confidence, enthusiasm, professional appearance, and poise.

TITLE: How Do Employers Value the Interview?

AUTHOR(S): Drake, L.R., Kaplan, H.R., and Stone, R.A.

SOURCE: Journal of College Placement, 1972, 32(3), 47-51

PROBLEM

Part of the study attempted to identify the most important personal characteristics of job applicants.

METHODS

An unspecified number of corporate representatives were sent a questionnaire. A total of 195 usable questionnaires were returned. The organizations were described as covering a broad spectrum of American industry, with the majority engaged in some form of manufacturing, sales, and services. Sixty-two of the firms were listed in the top 500 corporations with regard to revenue and nearly one-third of them employed over 15,000 persons.

RESULTS

The findings of the questionnaire revealed that the personal characteristics most frequently evaluated in the interview were the applicant's ambition and motivation, ability to communicate, personality, "fit" with the company and its goals, and creativity and intelligence. Data from the questionnaire also indicated a list of factors considered by the respondents to be the most important predictors of an individual's success in their organization. These factors were ambition and motivation, grades, related job experience, and creativity and intelligence.

TITLE: Response Requirements and Primacy-Recency Effects in a Simulated Selection Interview

AUTHOR(S): Farr, J.L.

SOURCE: Journal of Applied Psychology, 1973, 57, 228-232

PROBLEM

Investigated the influence of several factors on the information-favorability order effects of interview decisions.

METHODS

The participants in this study were 72 industrial representatives working in personnel or industrial relations. Data were collected with a mail questionnaire. Descriptions of eight hypothetical applicants for a secretarial position were presented in the questionnaire. Eight items of information were given for each hypothetical applicant. These items were either favorable or unfavorable. The order of information favorability was varied for each applicant. The descriptions also varied with regard to whether the information was presented in a factual or impressionistic fashion. The amount of information presented about the hypothetical applicant at one time and the number of judgments required of the participants for each applicant were also varied.

RESULTS

Analysis of variance procedures were used to examine the data. The major finding was that recency order effects of information favorability appear to exist when interviewers make repeated judgments concerning the suitability of the hypothetical applicants. The recency order effects indicated that applicants tended to be rated highest when highly favorable information was presented last.

TITLE: Amount of Information and Primacy-recency Effects in Recruitment Decisions

AUTHOR(S): Farr, J.L., and York, C.M.

SOURCE: Personnel Psychology, 1975, 28, 233-238

PROBLEM

Examined the effects of the amount of information and number of judgments required upon information-order effects in recruitment-interview decisions.

METHODS

A questionnaire was mailed to 180 corporate recruiters. Usable responses were received from 84 recruiters. The questionnaire presented information on six hypothetical job applicants. The applicants were for the job of engineer. Only items of high or low favorability were used in constructing descriptions of the applicants. Three different numbers of information items, 8, 12, or 16, were used in constructing the descriptions. After reading information on each applicant, the recruiters rated the applicant on a seven-point scale with regard to whether they would recommend the applicant for a plant trip. Half the respondents were asked to do this rating once. The other half were asked to rate the applicants four times. Each rating was made after an additional one-fourth of the information was presented.

RESULTS

Analysis of variance procedures were used to evaluate the data. The results of the analysis indicated that recency effects of information favorability exist when the recruiters made repeated evaluations of the hypothetical applicants. Primacy effects were also found, but only when a single rating was required of the recruiters. The amount of information was found to have no influence on the recruiters judgments.

TITLE: Resume Preparation: An Empirical Study of Personnel Managers' Perceptions

AUTHOR(S): Feild, H.S., and Holley, W.H.

SOURCE: Vocational Guidance Quarterly, 1976, 24, 229-237

PROBLEM

Collected data to determine the attitudes of personnel directors toward the content and format of job resumes and cover letters.

METHODS

A questionnaire was sent to a random sample of 475 personnel directors throughout the United States. A total of 205 questionnaires were returned. The questionnaires asked the respondent to complete 76 items. These items required a broad range of responses, including rank ordering format characteristics of cover letters with regard to importance, rating the importance of various contents for cover letters, and rating the importance of including numerous items in resumes. Written suggestions were also elicited from the respondents.

RESULTS

Rating averages revealed five important items that should be included in a cover letter, e.g., position which the applicant is seeking and the applicant's job objectives. Rating averages also revealed 29 important items that should be included in a resume, e.g., current address, past work experience, major in college, job objectives and goals, and date of availability for employment. Based on the findings, the authors compiled a suggested content outline for preparing resumes.

TITLE: Effects of Mode of Information Presentation, Sex of Applicant, and Sex of Interviewer on Simulated Interview Decisions

AUTHOR(S): Ferris, G.R., and Gilmore, D.C.

SOURCE: Psychological Reports, 1977, 40, 566

PROBLEM

The major problem under study was the influence of applicant and evaluator sex on employment decisions.

METHODS

The participants in this study were 120 students enrolled in psychology courses. Information regarding two hypothetical job applicants was presented either through a resume, videotaped interview, or an audiotaped interview. One applicant was female and the other was male. Pre-testing was used to equate the applicants with regard to perceived favorability of information. Each student was presented information for only one applicant and for only one mode of information presentation. An equal number of female and male students served as evaluators for each applicant-mode combination. The students were asked to rate the applicant they reviewed on the basis of overall favorability.

RESULTS

Analysis of variance procedures yielded results suggesting that mode of presentation had little effect on employment evaluations. The analysis of variance did yield findings that suggest that both applicant and evaluator sex influence employment evaluations.

TITLE: Empirical Verification of Sex Discrimination in Hiring Practices in Psychology

AUTHOR(S): Fidell, L.S.

SOURCE: American Psychologist, 1970, 25, 1094-1098

PROBLEM

Sought to determine whether applicant sex has an impact on employment decisions in hiring staff for college psychology departments.

METHODS

One of two forms of a questionnaire was sent to the 228 departments of psychology in the United States. Each form contained descriptions of 10 hypothetical psychologists and the respondents were asked to evaluate the chances that each would get an offer for a full-time position. This evaluation included rating the psychologists on a seven-point scale of acceptability and rank ordering the 10 people with regard to acceptability. The respondents were also asked to indicate at what level each person would be offered a position (e.g., professor or associate professor). The only major difference between the two forms of the questionnaire was the use of first names that were feminine or masculine. A total of 756 questionnaires were returned of one form and 72 questionnaires were returned of the other form.

RESULTS

Chi-square and t-test procedures were used to evaluate the data. The findings led the author to conclude that the results provide substantial support for the notion that academic departments of psychology discriminate in hiring on the basis of sex. Support for this conclusion was primarily from the finding that the levels of appointments were higher for men than for women. This suggests that the level of position offered depends not only on the person's academic credentials, but also on the person's sex.

TITLE: Job Acquisition Skills: How Effective Are They?

AUTHOR(S): Foster, A.G., and Schrank, H.L.

SOURCE: Journal of College Placement, 1980, 40(4), 68-72

PROBLEM

Part of the study examined whether success in obtaining employment is related to the use of one or more job-seeking skills and sources of information about jobs.

METHODS

A questionnaire was mailed to 103 female college graduates. A total of 83 questionnaires were returned, but only the data for 69 of these were analyzed since 14 respondents had not been seeking work. Successful job-seekers were characterized as those graduates who were employed within four months after graduation in a job directly related to their field of training or in their first choice of field. Job-acquisition skills covered by the questionnaire included such skills as inquiry via telephone, letter of inquiry, and interview practicing. Sources of information covered by the questionnaire included newspapers, friends and relatives, and private employment agencies.

RESULTS

The total number of job-acquisition skills used was not found to be related to successful employment. Three job-acquisition skills were found to be used more often by successful job-seekers than by less successful job-seekers: preparation of a chronological resume, using a commercially printed resume, and writing a follow-up letter. No relationship was found between job-seeking success and sources of information used.

TITLE: How Recruiters Screen and Select Students

AUTHOR(S): Garis, J.W., Shelton, T.O., Slick, J.M., Hess, H.R., and Swails, R.G.

SOURCE: Journal of College Placement, 1981, 41(4), 45-47

PROBLEM

Investigated the relative importance of various criteria used by employers in making the decision to interview and employ college students.

METHODS

The participants in the study were 34 senior university students studying in the fields of business, engineering, liberal arts, or science. These students requested 465 interviews and were granted 235. Employers with whom students requested interviews were asked to identify from a list of criteria those used in making the decision to grant or deny an interview. For the students granted an interview, the employers were asked to identify those criteria used in making selection decisions based upon the on-campus interview.

RESULTS

The frequency that a criterion was cited was used as the indicator of the relative importance of the various decision-making criteria. With regard to the decision to grant or deny a college student an interview, the data showed that employers considered grades and career goals most frequently in making interview request decisions. The findings indicated that the major contributing factors in employers' selection decisions were the confidence/assertiveness and communication skills/interpersonal qualities held by the college students.

TITLE: Influence of Information About Ability and Non-ability on Personnel Selection Decisions

AUTHOR(S): Griffitt, W., and Jackson, T.

SOURCE: Psychological Reports, 1970, 27, 959-962

PROBLEM

Examined whether or not personnel-selection decisions are influenced by job applicants' intellectual ability and the degree to which their opinions agree with those of interviewers.

METHODS

The participants were 78 male and female undergraduate students. A 24-item attitude questionnaire was administered to these students. The students reviewed information on a hypothetical job applicant and made several evaluative ratings. Intellectual ability data were presented in the form of college GPA and a score on a standardized test. Information regarding the degree of shared opinion was provided by having the students review the responses of the applicant to the attitude questionnaire. The evaluative ratings completed after reviewing the information for the applicant included strength of recommendation as to whether the applicant should be hired and recommended starting salary.

RESULTS

Analysis of variance procedures were used to evaluate the data. Findings from the analyses showed that both the applicant's intellectual ability and applicant-interviewer attitudinal similarity influenced recommendations to hire or not hire the applicant. It was also found that the applicant's intellectual ability, but not attitude similarity, influences recommended starting salary.

TITLE: Race, Age, Sex, and Competence as Factors in Employer Selection of the Disadvantaged

AUTHOR(S): Haefner, J.E.

SOURCE: Journal of Applied Psychology, 1977, 62, 199-202

PROBLEM

Tested the hypothesis that race, sex, age, and competence of disadvantaged job candidates would affect employment decisions.

METHODS

The participants in this study were 236 managers who were involved in the hiring process in their organizations. Each manager read a job description, reviewed brief written descriptions of 16 hypothetical job applicants, and evaluated the suitability of each applicant for the position. The job description dealt with a semiskilled position. The applicant descriptions were prepared to include various combinations of the following factors: age (25 or 55), competence (barely or highly competent), race (black or white), and sex (male or female). Each applicant was described as being disadvantaged. After reading each applicant description, the managers evaluated the applicant by marking a five-point scale ranging from "I would definitely recommend hiring" to "I would definitely not recommend hiring."

RESULTS

Repeated measures analysis of variance procedures were used to examine the data. Contrary to expectations, race was not found to influence hiring decisions. Consistent with expectations was the finding that sex, age, and competence are important factors in making decisions. Males were preferred over females, 25-year-old applicants were preferred over 55-year-old applicants, and highly-competent applicants were preferred over barely-competent applicants.

TITLE: Job Selection Attributes: Employer Preferences vs. Student Perceptions

AUTHOR(S): Hafer, J.C., and Hoth, C.C.

SOURCE: Journal of College Placement, 1981, 41(2), 55-57

PROBLEM

Compared student perceptions and employer preferences of job-selection attributes.

METHODS

The participants were 110 female and 140 male junior and senior college students majoring in either accounting, marketing, or management. Also participating were 37 employment officials representing different national firms. These employment officials were asked to rate each of 26 job-selection attributes (e.g., grades, school reputation, and assertiveness) on a five-point scale of importance. The students also rated the same 26 attributes, but on the basis of how they thought the employment officials would rate each attribute.

RESULTS

The mean rating of each attribute for the students and the employment officials were compared. The data showed that both groups agreed that oral communication and motivation were the two most important job-selection attributes. The two groups were found to differ somewhat on ratings given initiative, assertiveness, and loyalty. Students did not rate these as high as employment officials. One other interesting finding was that the students rated enthusiasm, appearance, and work experience substantially higher in importance than did the employment officials.

TITLE: Relative Importance of Three Content Dimensions in Overall Suitability Ratings of Job Applicants' Resumes

AUTHOR(S): Hakel, M.D., Dobmeyer, T.W., and Dunnette, M.D.

SOURCE: Journal of Applied Psychology, 1970, 54, 65-71

PROBLEM

Examined the relative impact of resume information regarding scholastic standing, business experience, and interests and activities on judgments of an applicant's suitability for a position.

METHODS

The participants were 22 male professional recruiters for accounting firms and 20 male undergraduate students. The design required the participants to review and evaluate 24 resumes representing senior accounting students seeking employment as accountants. Information presented on the resumes varied systematically on three dimensions: scholastic standing, business experience, and interests and activities. Scholastic standing varied along three levels. Two levels were used for the other two dimensions. There were two equivalent form resumes for each combination of the dimensions. The participants evaluated each of the 24 resumes on the basis of their recommendation about hiring the applicant portrayed on the resume.

RESULTS

Analysis of variance procedures were used to evaluate the data. Findings of the analyses revealed that all three content dimensions served as an important contributor to evaluations of applicants' position suitability. The results indicated that scholastic standing was the most influential dimension and business experience was the second most influential dimension.

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METHODS

The participants were 22 male professional recruiters for accounting firms and 20 male undergraduate students. The design required the participants to review and evaluate 24 resumes representing senior accounting students seeking employment as accountants. Information presented on the resumes varied systematically on three dimensions: scholastic standing, business experience, and interests and activities. Scholastic standing varied along three levels. Two levels were used for the other two dimensions. There were two equivalent form resumes for each combination of the dimensions. The participants evaluated each of the 24 resumes on the basis of their recommendation about hiring the applicant portrayed on the resume.

RESULTS

Analysis of variance procedures were used to evaluate the data. Findings of the analyses revealed that all three content dimensions served as an important contributor to evaluations of applicants' position suitability. The results indicated that scholastic standing was the most influential dimension and business experience was the second most influential dimension.

TITLE: Interviewer Evaluations of Job Applicants' Resumes as a Function of the Qualifications of the Immediately Preceding Applicants: An Examination of Contrast Effects

AUTHOR(S): Hakel, M.D., Ohnesorge, J.P., and Dunnette, M.D.

SOURCE: Journal of Applied Psychology, 1970, 54, 27-30

PROBLEM

Investigated the influence of contrast effects on employment interviewers' decisions about job applicants.

METHODS

The participants were 97 employment interviewers representing 90 industrial organizations recruiting accounting majors. Also serving as participants in this study were 102 male undergraduate students. Participants read and evaluated three employment resumes representing senior accounting students seeking employment as an accountant. The resumes were prepared to represent high, average, or low levels of qualifications. The first and second resumes evaluated were always at the same level but the final resume represented either high or low qualifications. Although the participants rated all three resumes on a nine-point scale of applicant suitability, it was the ratings of the third resume that provided data for testing the presence of contrast effects.

RESULTS

Analysis of variance procedures were used to test the data. The results indicated the existence of contrast effects. However, further analysis of the data revealed that these effects accounted for a very small amount of the decision. This last finding led the authors to conclude that contrast effects play a minor role in the evaluation of job applicants' resumes.

TITLE: Job Applicant Attributes Judged Important Across Seven Diverse Occupations

AUTHOR(S): Hakel, M.D., and Schuh, A.J.

SOURCE: Personnel Psychology, 1971, 24, 45-52

PROBLEM

The study was conducted to determine whether or not there is a core of information about job applicants which is sought in most occupations.

METHODS

A total of 5,854 employment interviewers were sent a questionnaire. Usable responses were received from 48 percent of the interviewers. The questionnaire asked the respondents to identify an occupation that they were most familiar with and to judge the statements in the questionnaire in context of that particular occupation. Each questionnaire included 250 statements descriptive of the attributes of job applicants. A total of 730 statements were evaluated through the use of various forms of the questionnaire. For each statement, the respondents used rating scales to make three judgments: favorableness, frequency that applicants possess the attribute, and importance in making hiring decisions. The returned questionnaires were sorted into 10 occupational categories.

RESULTS

The mean and standard deviations observed for the statements led the authors to identify a set of 22 statements descriptive of job-applicant attributes which are judged to be important across the 10 diverse occupational areas. Each of the 22 statements was described as exhibiting a very high degree of uniformity in perceived favorableness and frequency across the occupational areas.

TITLE: Race and Sex as Determinants of Ratings by Potential Employers in a Simulated Work-sampling Task

AUTHOR(S): Hamner, W., Kim, J., Baird, L., and Bigoness, W.

SOURCE: Journal of Applied Psychology, 1974, 59, 705-711

PROBLEM

Examined what effect the sex and race of the evaluator and the sex and race of the job applicant has on ratings of performance on an employment test.

METHODS

The participants in this study were 36 undergraduate business students. These students included nine black males, nine black females, nine white males, and nine white females. The students assumed the role of a grocery store manager and were asked to review eight applicants for stock work. They viewed a film showing each applicant completing a standard three-minute work-sample test, i.e., stocking shelves. The hypothetical applicants on the film were varied so that four displayed high performance and four low performance. The four race-sex combinations (e.g., black male) were represented in both performance levels. After viewing the film for each applicant, the students rated the applicant's performance by marking a 15-point scale.

RESULTS

Analysis of variance procedures were used to evaluate the race and sex effects. Findings of the analysis led the authors to conclude that sex-race stereotypes do influence assessments of behavior on a work-sampling task even when objective measures of performance are defined. It was found that female applicants were rated as better performers than male applicants. It was also found that higher ratings were given to applicants of the same race.

TITLE: Are Faculty Evaluations Worth the Effort?

AUTHOR(S): Harkness, C.A.

SOURCE: Journal of College Placement, 1969, 29(4), 101-106

PROBLEM

Sought to determine whether or not employers seek and utilize evaluations of candidates by faculty members.

METHODS

A questionnaire was sent to 281 business and governmental organizations that recruited at one university. A total of 213 usable questionnaires were returned.

RESULTS

Responses to the questionnaire revealed that 20 percent of the firms replying indicated that faculty evaluations were important to them in their decisions about candidates. Fifty-one percent of the respondents indicated some use was made of faculty evaluations. Another important finding of the survey was that the employers are more interested in learning from the faculty member what kind of person the student is and less interested in the faculty member's evaluation of the student's scholastic accomplishment.

TITLE: Preferences for Motivator and Hygiene Factors in a Hypothetical Interview Situation: Further Findings and Some Implications for the Employment Interview

AUTHOR(S): Harlan, A., Kerr, J., and Kerr, S.

SOURCE: Personnel Psychology, 1977, 30, 557-566

PROBLEM

Part of the study examined what professional employment interviewers consider to be important factors job applicants should talk about during an employment interview.

METHODS

Twenty professional employment interviewers participated in this part of the study. Each interviewer completed a questionnaire that listed 13 work-related factors. These factors were advancement, salary, responsibility, interesting work, working conditions, important work, achievement, company policies, recognition, administration of company policies, interpersonal relations-peers, supervision-technical, and interpersonal relations-supervisor. The interviewers were asked to rank order these factors with regard to what applicants should discuss so as to maximize their chances for employment.

RESULTS

The five most highly ranked factors revealed by the data were responsibility, advancement, interesting work, salary, and important work. The authors concluded from the ranking of the factors that it is a good practice to emphasize motivator factors and to downplay hygiene factors when describing aspirations for a new job during an interview.

TITLE: When Beauty is Beastly: The Effects of Appearance and Sex on Evaluations of Job Applicants for Managerial and Nonmanagerial Jobs

AUTHOR(S): Heilman, M.E., and Saruwatari, L.R.

SOURCE: Organizational Behavior and Human Performance, 1979, 23, 360-372

PROBLEM

Part of the study investigated the joint influence of job-applicant appearance and sex on employment decisions.

METHODS

The participants in this study were 22 female and 23 male undergraduate college students. The students reviewed a written description of a job within a large insurance company and were asked to evaluate four applicants interested in the position. Information regarding the applicants was provided on standard employment application forms. Approximately half the students in each sex group reviewed the applicants for a managerial position, while the other half reviewed the applicants for a nonmanagerial position. Applicant appearance (attractive or unattractive) and applicant sex were manipulated by using photographs attached to the applications. After reviewing each application form, the students rated the applicant using a nine-point scale for both position qualification and hiring recommendation.

RESULTS

Analysis of variance procedures were used to evaluate the data. The findings led the authors to conclude that whether attractiveness is a help or a hindrance to job applicants depends upon the sex of the applicant and the nature of the job he or she seeks. Attractiveness was found to be an advantage for men but was an advantage for women only when seeking nonmanagerial positions.

TITLE: Impact of Test Information and Applicant Sex on Applicant Evaluations in a Selection Simulation

AUTHOR(S): Heneman, H.G.

SOURCE: Journal of Applied Psychology, 1977, 62, 524-526

PROBLEM

Investigated the influence of information on test validity and test scores, and applicant sex on employment-selection decisions.

METHODS

The participants were 144 undergraduate female and male students. Each student received a booklet that described a fictitious life insurance company and described a test battery of ability and personality measures that was used as an aid in selecting new agents. The booklet provided information regarding the validity of battery. For approximately half the students the validity was presented as being high and the other half as being low. The booklet described a job and presented information for a hypothetical applicant for the job. This information included age, academic performance, work experience, sex, and test scores. The first name was varied so that approximately half the students read information on a male applicant and the other half on a female applicant. Test scores were also varied to represent either high, medium, or low performance for approximately a third of the students. After reviewing the information, the students made four evaluations of the applicant. These evaluations were suitability for the job, whether to hire or not hire, confidence in the hiring decision, and recommended starting salary.

RESULTS

Analysis of variance procedures were used to examine the influence of the test information and sex variables on the four dependent variables. Findings from these analyses revealed that the students relied primarily on the test scores as a basis for applicant evaluation. A concern was that it was found that the test scores were used with relatively little regard for their validity.

TITLE: Use of Behavioral Versus Traditional Procedures for Increasing Job Interview skills

AUTHOR(S): Hollandsworth, J., Dressel, M., and Stevens, J.

SOURCE: Journal of Counseling Psychology, 1977, 24, 503-510

PROBLEM

The study was conducted to determine the relative effectiveness of behavioral and traditional procedures of job-interview skills training.

METHODS

The participants in this study were 26 female and 19 male college seniors desiring to improve their job-interviewing skills. Fifteen students were randomly assigned to one of three groups. These three groups were a behavioral, discussion, and a no-treatment control group. The behavioral treatment condition was a four-hour workshop using modeling response rehearsal and directed feedback. The discussion treatment condition was also a four-hour workshop but focused on discussing material presented in a filmstrip and an article. All the students participated in a videotaped, simulated job interview before and after treatment. A self-report measure and eight behavior measures were used as indicators of the effectiveness of the treatment.

RESULTS

Analysis of variance procedures were repeated for each measure of interview performance. Results of the analyses revealed that the behavioral group made significant gains in the amount of eye contact; the discussion group was found to be superior in ability to explain individual skills and expression of feelings and personal opinions; the discussion group also made significant gains in length of speaking.

TITLE: Relative Contribution of Verbal, Articulative, and Nonverbal Communication to Employment Decisions in the Job Interview Setting

AUTHOR(S): Hollandsworth, J., Kazelskis, R., Stevens, J., and Dressel, M.

SOURCE: Personnel Psychology, 1979, 32, 359-367

PROBLEM

Investigated the relative importance of nonverbal, articulative, and verbal factors in actual on-campus job-interview decisions.

METHODS

Seventy-three on-campus recruiters rated candidate interview behaviors and the likelihood they would hire the candidate. A behaviorally-anchored rating format was used with a four-point scale. The nonverbal, articulative, and verbal factors measured with eye contact, loudness of voice, body posture, fluency of speech, appropriateness of content, personal appearance, and composure. A scale for each of these factors was completed by the recruiters immediately following the job interview. At the same time the recruiters responded to a question whether they would hire the candidate. Four responses were possible ranging from "not a chance" to "definitely." Data from 338 interviews were obtained.

RESULTS

Discriminant function analysis was used to examine the relative importance of the seven factors on interview decisions. Findings from the analysis indicated that appropriateness of content was the single most important factor. Fluency of speech and composure were found to rank second and third in importance, respectively. Eye contact, body posture, loudness of voice, and personal appearance were also found to contribute to the interview decision, but much less strongly than the first three variables.

TITLE: Employment Interviewers' Errors in Processing Positive and Negative Information

AUTHOR(S): Hollmann, T.D.

SOURCE: Journal of Applied Psychology, 1972, 56, 130-134

PROBLEM

Studied the relative importance placed on favorable and unfavorable information in making employment decisions.

METHODS

The participants in this study were 39 employment interviewers. A three-stage data-collection procedure was used. The first stage involved obtaining from each participant ratings of the utility of each information unit used in constructing hypothetical applicants. The second stage required the participants to read information on hypothetical applicants and to evaluate the probability of job success for the applicants. Fifteen information units were used to construct each hypothetical applicant. The last data-collection step involved gathering information in order to estimate the perceived interdependencies of the sequentially presented information units. Information units employed in constructing the applicants were purposely varied in regards to favorability.

RESULTS

Analysis of variance and t-test procedures were used to evaluate the data. The findings suggested that interviewers process negative information accurately but do not place sufficient weight on positive information. This conclusion was at variance with the conclusion from the most widely cited study in the area (Bolster and Springbett, 1961). In the Bolster and Springbett study it was concluded that interviewers gave more weight to negative information.

TITLE: Speech Characteristics and Employability

AUTHOR(S): Hopper, R., and Williams, F.

SOURCE: Speech Monographs, 1973, 40, 296-297

PROBLEM

Tested the hypothesis that an interviewee's speech characteristics furnish cues which form employer's attitudes toward the speaker and that these attitudes influence employment decisions.

METHODS

Forty employment interviewers listened to four taped interviews and completed a set of five-point scales to indicate the probability that they would hire the person being interviewed for each of seven job categories: executives, public relations, foremen, skilled technician, sales, clerical, and manual labor. The interviewers also completed semantic-differential scales to assess their attitude toward the interviewee's speech. The four tape-recorded interviews were 90 seconds long and represented a wide range of ethnic speech characteristics.

RESULTS

Factor analysis of the attitude scores revealed that the interviewers made stable judgments of the speech characteristics and these judgments appear to be concerned with whether an applicant is competent, agreeable, and self-assured. Regression analyses suggested that only the competence factor was consistently related to the employment decisions of the interviewers. Additionally, it was found that the relationship between competence attitude and employment decisions was strongest for leadership occupations (i.e., executives and foreman) and weakest for manual labor occupations.

TITLE: What We Look For in the College Graduate

AUTHOR(S): Johnson, J.

SOURCE: Journal of College Placement, 1959, 19(3), 31-34

PROBLEM

This study was conducted to determine what personal attributes business and industry look for in bachelor-level college graduates.

METHODS

A questionnaire was sent to all business and industry members of the Western College Placement Association and to other major employers around the country. Of the 800 questionnaires mailed, a total of 552 usable instruments were returned.

RESULTS

Data from the respondents were used to identify and rank order 27 personal attributes business and industry look for in bachelor-level college graduates. The top 10 attributes identified are listed below in order from the most important attribute to the least important attribute: integrity; ability to think logically; enthusiasm, initiative, and drive; dependability; ability to communicate; emotional stability; getting along with others; good judgment; ability to make decisions; interest in career.

TITLE: Discrimination in Evaluative Judgments Against Foreign-Accepted Job Candidates

AUTHOR(S): Kalin, R., and Rayko, D.

SOURCE: Psychological Reports, 1978, 43, 1203-1209

PROBLEM

Part of the study was conducted to determine the effects of the ethnicity of speakers, as revealed in accents, on judgments of job suitability.

METHODS

The participants in this study were 203 undergraduate students. Approximately equal numbers of males and females were represented in the sample. The students reviewed information on 10 hypothetical job applicants for four jobs varying in social status. Information on the applicants was provided through brief biographical dossiers and a 30-second recording. Five applicants spoke with a conventional accent and five with different foreign accents (i.e., Italian, Greek, Portuguese, West African, and Slovak). After reviewing the information, the students evaluated the suitability of each hypothetical job applicant for four industrial jobs (i.e., custodian, production assembler, mechanic, and foreman). Nine-point scales were used to rate the applicants on eight suitability factors.

RESULTS

Analysis of variance procedures were used to evaluate the data. The findings indicated discrimination in favor of job applicants with conventional accents and against applicants with foreign accents. It was found that foreign-accented applicants were rated as less suitable for the higher-status jobs, but more suitable for the lower-status jobs.

TITLE: How to Apply for a Job

AUTHOR(S): Keyser, M.

SOURCE: Journal of College Placement, 1974, 35(1), 63-65

PROBLEM

Sought to determine the employment-selection procedures used in the Los Angeles business community in hiring college graduates.

METHODS

The subjects of this study were 165 personnel managers in the greater Los Angeles area. College students were assigned to interview these personnel managers. A questionnaire which covered a variety of topics, such as how college graduates should apply to an advertised position and the desired content for application letters and resumes, was completed by the students during each interview.

RESULTS

The data showed that personnel managers preferred that applicants send a letter of application and a resume in response to an advertised position. It was also found that the respondents preferred resumes of one or two pages over longer resumes. With regard to the desired content for resumes, the data showed that work experience was the most preferred content. When asked the single most important attribute desired of an applicant, the personnel managers mentioned personality most often, ability second, and ambition third.

TITLE: Hiring College Graduates Through Off-campus Selection Interviewing

AUTHOR(S): Kohn, M.

SOURCE: Public Personnel Management, 1975, 4, 23-31

PROBLEM

Part of the study attempted to identify the factors that off-campus personnel officers consider in making a job offer when interviewing college students, and to evaluate the relative importance of these factors.

METHODS

Fifty firms were sent a questionnaire and 35 usable questionnaires were returned. One section of the questionnaire listed factors believed to be those considered by employment managers and interviewers when evaluating a job applicant graduating from college. The respondents were asked to select from the list of factors the five they considered most important. The respondents were then asked to rank order these selections with regard to their relative importance.

RESULTS

The weighted rankings were used to identify and order the factors influencing personnel officers to make job offers. The five most important factors found in the study (in decending order of importance) were general appearance, applicant's future potential with the company, personality, conversational or communication ability, and scholastic record. It was also found that the order of importance varied somewhat depending on the size of the business.

TITLE: What Off-campus Interviewers Look For in Young Job-seekers

AUTHOR(S): Kohn, M.

SOURCE: Advanced Management Journal, 1975, 40(1), 59-62

PROBLEM

Sought to identify the major factors considered by off-campus interviewers in deciding whether or not to make an applicant a job offer.

METHODS

The participants in this study were 35 professional interviewers representing a diversity of organizations. These interviewers completed a questionnaire that listed 14 applicant characteristics. The interviewers were asked to select five of these applicant characteristics and to rank them in order of importance with regard to the process of deciding to make an applicant a job offer.

RESULTS

General appearance was described as the major factor influencing job-offer decisions. The second most important factor was found to be the applicant's future potential. Third in importance was found to be personality factors; fourth, conversational or communication ability; and fifth, scholastic record.

TITLE: Another Look at Contrast Effects in the Employment Interview

AUTHOR(S): Landy, F.J., and Bates, F.

SOURCE: Journal of Applied Psychology, 1973, 58, 141-144

PROBLEM

Investigated the possibility of the existence of contrast and/or assimilation effects in interview decisions.

METHODS

Two studies are reported in the article. In the first study, 90 college students and 90 professional recruiters evaluated resumes of hypothetical applicants for a position in accounting. The methods used in this study, including the resumes and rating scale, were the same as those used in the study by Hakel, Ohnesorge, and Dunnette (1970). In the second study, 60 professional recruiters evaluated the same resumes of hypothetical applicants as used in the first study. The major change in the second study was the use of a new rating scale which was described as more appropriate to the types of decisions made by professionals reviewing applicant resumes.

RESULTS

Analysis of variance and t-test procedures were used to evaluate the data. The findings provided no support for the notion that contrast and/or assimilation effects operate when interview decisions are made. The authors suggested that future research should be concerned with gathering data from real-life settings instead of the artificial settings used in studies in the area.

TITLE: Behavioral Dimensions of the Job Interview

AUTHOR(S): Lumsden, H.H., and Sharf, J.C.

SOURCE: Journal of College Placement, 1974, 34(3), 63-66

PROBLEM

Sought to identify behavioral dimensions of applicants which influence the outcome of job interviews.

METHODS

The first task completed in this study was to elicit from 120 corporate interviewers specific applicant behaviors which likely lead to either favorable or unfavorable judgments. A total of 52 favorable and 68 unfavorable behaviors were identified using this approach. These behaviors were assembled into an instrument that was used for data collection in the main part of the study. The main study involved collection of data from 250 job interviews conducted by 100 interviewers from 83 different companies. After each interview, the interviewer was asked to identify those of the 52 favorable and 68 unfavorable behaviors observed in the just-completed interview. Data regarding the overall interview evaluation for each candidate were also collected.

RESULTS

Factor analysis was used to identify a number of unique behavioral dimensions from the listing of 120 specific behaviors. Six unique behavioral dimensions were identified from the factor analysis. These dimensions were labeled social and academic balance, socially unresponsive, mature insight, dedication, verbal, and unprepared. All six dimension scores were found to be related to the overall interview evaluations.

TITLE: Current Trends in Recruiting Practices

AUTHOR(S): Ma, J.C.

SOURCE: Journal of College Placement, 1969, 29(4), 113-114

PROBLEM

Attempted to identify what business recruiters perceive as important factors in considering an applicant for a job.

METHODS

A questionnaire was completed by 94 selected companies that recruited at one college campus. The questionnaire was designed to assess the importance of student grades, participation in extra-curricular activities, work experience, personality, references, psychological test performance, military status, marital status, and appearance on the selection decisions of business recruiters.

RESULTS

The data collected revealed that the companies surveyed consider personality traits as the most important factor in the evaluation of job applicants for business positions. Grades were found to be the second most important factor.

TITLE: Selection Interview Decisions: First Results From a Long-term Research Project

AUTHOR(S): Mayfield, E.C., and Carlson, R.E.

SOURCE: Personnel Psychology, 1966, 19, 41-53

PROBLEM

Part of the study investigated the relative impact of negative and positive information on selection-interview decisions.

METHODS

Sixty-nine life insurance managers responsible for recruiting, interviewing, and selecting insurance salesmen served as respondents in this study. A total of 63 items of information about a job applicant considered to be important in reaching a hiring decision were constructed. These items fell into one of three general classes: factual information (e.g., the applicant is 24); statements of applicants during an interview; mannerisms and appearance of applicants. Each manager was presented the 63 items of information and rated each item on a seven-point scale of favorableness with regard to evaluating applicants for a life insurance agent position. Seven hypothetical applicants were constructed using six items of information varying in favorability. The managers reviewed each hypothetical applicant and rated and ranked the applicant on the basis of suitability for the job of a life insurance agent.

RESULTS

Correlational procedures were used to examine the data. The findings led the authors to conclude that the managers gave more weight to negative information than positive information in reaching a final decision.

TITLE: The Impact of Nonverbal Behavior on the Employment Interview

AUTHOR(S): McGovern, T., and Ideus, H.

SOURCE: Journal of College Placement, 1978, 38(3), 51-53

PROBLEM

This study was conducted to determine how specific nonverbal behaviors of interviewees influence professional interviewers' evaluations.

METHODS

A total of 52 male representatives from business and industry served as interviewers in the experiment. The interviewers viewed videotaped excerpts showing a trained actor and actress playing the role of an interviewee. The excerpts dealt with the topics of educational experience, career goals, work experiences, and personal strengths and weaknesses. Four nonverbal behaviors were manipulated during each excerpt: duration of eye contact, voice modulation and vocal expression, speech disturbances, and energy level. Before viewing the videotapes, the interviewers reviewed a resume for the interviewees and rated the candidates on an overall or composite impression and on 10 specific factors (e.g., ability to communicate and self-confidence). The interviewers then viewed the videotape of the candidates and repeated the rating process.

RESULTS

Multiple-regression procedures were used to evaluate the ratings. The findings from the analyses suggested that the nonverbal behaviors studied had the expected influence on the ratings. It was found that low ratings were given when poor nonnverbal behaviors were exhibited by the interviewee. The rating factors which were most influenced by the nonverbal behaviors were enthusiasm/motivation, confidence in self, and persuasiveness.

TITLE: Preferential Treatment in Preselection Decisions According to Sex and Race

AUTHOR(S): McIntyre, S., Moberg, D., and Posner, B.

SOURCE: Academy of Management Journal, 1980, 23, 738-749

PROBLEM

Sought to determine the influence of applicant sex and race on employer preselection decisions.

METHODS

The participants in this study were 458 employment officials from firms selected on the basis of a stratified random sample. These firms were stratified on the basis of both job-interest category and geographical region. Each employer was sent a matched set of three resumes: two representing majority applicants (white males), and the other representing a minority applicant (either a black or a white female). Each resume in the set was mailed one week apart. Responses obtained from employers within eight weeks after the mailing date served as data on preselection decisions. The responses were classified on a six-point scale of favorability, ranging from "no response" to "interview offered."

RESULTS

Bernoulli and regression procedures were used to evaluate the data. The findings led the authors to conclude the existence of favoritism in preselection decisions. Specifically, preferential treatment was found in favor of blacks over whites and in favor of males over females.

TITLE: Influence of Favorable and Unfavorable Information upon Assessment Decisions

AUTHOR(S): Miller, J.W., and Rowe, P.M.

SOURCE: Journal of Applied Psychology, 1967, 51, 432-435

PROBLEM

Tested the hypothesis that when an individual makes a decision about another person, on the basis of partial information about that person, unfavorable information will have a greater influence on the decision than favorable information.

METHODS

Five sets of 100 hypothetical stimulus persons were prepared. Descriptions of these persons contained a varying number of favorable and unfavorable adjectives. The descriptions were read and evaluated by 145 undergraduate students. Five subgroups of these students reviewed different sets of descriptions. After reading each description, the students were required to rate the hypothetical person on a six-point scale on the degree to which they would consider the person as a roommate.

RESULTS

Correlational and chi-square procedures were used to evaluate the data. The analyses yielded findings suggesting that unfavorable adjectives were more influential than favorable adjectives on the ratings of the students. The authors described these results as strongly supporting the hypothesis and suggested that the hypothesized relationship between favorableness of information and decisions can be generalized to decision-making as it occurs in the employment interview.

TITLE: The Effect of Applicant Sex and Scholastic Standing on the Evaluation of Job Applicant Resumes in Sex-Typed Occupations

AUTHOR(S): Muchinsky, P., and Harris, S.

SOURCE: Journal of Vocational Behavior, 1977, 11, 95-108

PROBLEM

Examined the influence of an applicant's academic qualifications and sex on employment decisions relating to various sex-typed occupations.

METHODS

The participants were 50 female and 50 male undergraduate students. These students read a job description, reviewed eight job-applicant resumes, and evaluated the suitability of each applicant for the job. This procedure was repeated for three positions. One position was a manager of a mechanical engineering department, the second an assistant director of a child day-care center, and the third an assistant copy editor for a city newspaper. These positions were considered a predominantly-male occupation, a predominantly-female occupation, and a sexually-mixed occupation, respectively. Several pieces of information on each resume were held constant. The sex and academic qualifications of the applicants were varied. With regard to qualifications, the applicants were depicted as either high, average, or low. After reviewing each resume, the students completed a 20-point scale to indicate their recommendation about hiring the applicant.

RESULTS

Analysis of variance procedures were used to evaluate the data. The major finding was that for applicants with average scholastic qualifications, discrimination on the basis of sex was evidenced. For the day-care position the results were expected. For the engineering position, however, the findings were contrary to hypotheses. Female applicants were rated as more suitable than male applicants even though they had equivalent academic qualifications.

TITLE: Interviewer Decisions as a Function of Applicant Race, Applicant Quality, and Interviewer Prejudice

AUTHOR(S): Mullins, T.W.

SOURCE: Personnel Psychology, 1982, 35, 163-174

PROBLEM

Evaluated the influence of racial attitudes of interviewers, applicant race, and applicant quality on interview ratings.

METHODS

The participants in this study were 176 white university students. Each students viewed one of four videotapes of simulated job interviews and rated the applicant's interview performance. The four videotapes showed either a black male or a white male role-playing either a high- or low-quality applicant. Before viewing the videotaped interview, the students reviewed a packet containing information about a fictitious firm, the position the applicant was applying for (marketing representative), and the applicant's resume. After viewing the videotaped interview, the students evaluated the applicant by completing a set of semantic-differential scales. Following the completion of these ratings, the students completed the short form of the Multifactor Racial Attitudes Inventory. Scores from this instrument were used to classify the students as either relatively-high prejudiced or relatively-low prejudiced.

RESULTS

Analysis of variance procedures were used to examine the data. The results indicated that both applicant race and quality had an impact on evaluations. It was found that while high-quality applicants were rated highly regardless of race, the low-quality black applicant was rated higher than the comparably-performing white applicant.

TITLE: How Employers View Resumes: 1974 vs. 1981

AUTHOR(S): Olney, R.J.

SOURCE: Journal of College Placement, 1982, 42(3), 64-67

PROBLEM

The study attempted to identify the relative importance of various content elements in a resume. This study also compared these results with those obtained in an earlier study in order to examine the notion that appropriate resume content changes over time.

METHODS

Two representatives from each of 174 business organizations that hire graduates of four-year business administration programs completed a questionnaire in 1981. The questionnaire required the respondents to rate each of 15 resume components (e.g., related work-experience record, college grade-point average, and hobbies) on a five-point scale with regard to the importance placed on these content components in making decisions about applicants. The results of this study were compared to the findings of an earlier study conducted by Keyser (1974). The Keyser study is described in a separate abstract.

RESULTS

Average ratings were used to rank-order the 15 resume components from the most important to the least important. The five most important resume components were found to be related work-experience record, salary requirements, listing of college courses, college education record, and references. In the Keyser study salary requirements and listing of college courses were not included in the top five components. In their place were nonrelated work-experience record and military experience. Overall, the study results supported the notion that appropriate resume content changes over time.

TITLE: Competencies for Entry-level Professionals: What Do Employers Look For When Hiring New Staff?

AUTHOR(S): Ostroth, D.D.

SOURCE: Journal of College Student Personnel, 1981, 22, 5-11

PROBLEM

Evaluated the relative importance of various competencies in considering applicants for entry-level student-affairs positions.

METHODS

A questionnaire was mailed to 124 employers. A total of 116 usable questionnaires were returned. The respondents were asked to rate the importance of 36 specific competencies, e.g., work cooperatively with others, display leadership skills, engage in effective decision-making, formulate and interpret policy, and conduct independent research, on a five-point scale ranging from "absolutely essential" to "of no importance."

RESULTS

Average ratings were used to classify the 36 specific competencies as those rated most important, medium important, and least important. Twelve competencies were listed in the most-important category. The top four among these 12 were work cooperatively with others; manifest well-developed interpersonal-relations and communication skills; work effectively with a wide range of individuals; display leadership skills.

TITLE: Student Credentials: What Elements Are Really Essential?

AUTHOR(S): Paquette, F.W.

SOURCE: Journal of College Placement, 1966, 26(4), 34-44

PROBLEM

Part of the study investigated the relative importance employers place on student credentials as compared to other factors in making selection decisions. The study also examined the importance employers place on common elements in student credentials.

METHODS

A questionnaire was sent to 645 employer members of the Midwest College Placement Association. A total of 455 usable questionnaires were returned. The respondents were asked to rank eight factors with regard to importance in candidate selection: employer references, faculty interviews, placement-office appraisal, faculty references, student credentials, personal data, executive appraisal, and recruiter appraisal. The respondents were also asked to identify from a list of elements in student credentials (e.g., test scores and pictures) those they considered essential.

RESULTS

The responses of the employers revealed that the recruiter appraisal and the executive appraisal were by far the most important factors in candidate selection. Student credentials were ranked fourth by the employers. With regard to elements considered essential in student credentials, personal data were ranked as most essential, educational history and work experience were ranked second, and grades third.

TITLE: Letters and Resumes: What the Personnel Men Want

AUTHOR(S): Peck, C.E.

SOURCE: Journal of College Placement, 1964, 24(3), 125-136

PROBLEM

Part of this study was aimed at determining what employers look for as indicators of sales potential

METHODS

A questionnaire was sent to 192 employers who listed in the College Placement Annual for salesmen with a non-engineering degree. A total of 106 usable questionnaires were returned. The respondents were asked to rate on a three-point scale a variety of factors thought to indicate sales potential.

RESULTS

Weight ratings were used to rank-order the factors. The factors rated by the respondents as contributing most heavily to the prediction of sales potential were (listed from most influential to least influential): extra-curricular activities, evidence of interest and experience in sales, college courses, and grades.

TITLE: The Effects of Temporal Placement of Unfavorable Information and of Attitude Similarity on Personnel Selection Decisions

AUTHOR(S): Peters, L.H., and Terborg, J.R.

SOURCE: Organizational Behavior and Human Performance, 1975, 13, 279-293

PROBLEM

Part of the study sought to determine the joint effects of the position of unfavorable information and the similarity between applicant and evaluator attitudes on employment decisions.

METHODS

The participants were 94 male undergraduate psychology students. The students were asked to read a booklet providing information for one hypothetical job applicant. Descriptive information included applicant qualifications and applicant attitudes. The information was manipulated in order to vary the degree of attitude similarity and the favorableness of the information presented earlier. After reviewing this information, the students were asked to make decisions about hiring and starting salary and to evaluate the applicant's ability to learn the job and to get along with co-workers. Six-point scales were used to collect data on each of these factors. The student's attitudes were assessed by administering the Interpersonal Judgment Scale.

RESULTS

Analysis of variance procedures were used to study the effects of the independent variables on the four evaluations. Findings from these analyses led the authors to conclude that, given identical applicant qualifications, the students were influenced in their hiring decisions by the sequence in which applicant qualifications were presented and by the proportion of shared attitudes. Attitude similarity was also found to influence recommendations for starting salary.

TITLE: Comparing Recruiter, Student, and Faculty Perceptions of Important Applicant and Job Characteristics

AUTHOR(S): Posner, B.Z.

SOURCE: Personnel Psychology, 1981, 34, 329-339

PROBLEM

Part of the study investigated the relative importance of various job-applicant characteristics to company recruiters.

METHODS

A questionnaire was mailed to 198 corporate recruiters. A total of 102 recruiters returned usable questionnaires. The questionnaire listed 14 factors relating to a potential job applicant. These factors were personal appearance, scholastic record, communications ability, future potential, personality, future ambitions, extra-curricular activities, faculty recommendations, personal recommendations, good health, sense of humor, maturity, work experience, knowledge about the company or job opening. The recruiters were asked to rate each factor on a seven-point scale ranging from "not very important" to "very important."

RESULTS

The job-applicant factors were rank ordered on the basis of average ratings. The data showed that the recruiters rated future potential as the most important job-applicant characteristic. The next most important characteristics, listed in order from greater to lesser importance, were found to be communication ability, maturity, and personality.

TITLE: Demonstration of the Effect, "Similar to Me", in Simulated Employment Interviews

AUTHOR(S): Rand, T.M., and Wexley, K.N.

SOURCE: Psychological Reports, 1975, 36, 535-544

PROBLEM

Part of the study investigated the effect of applicant race and biographical similarity between the applicant and interviewer on interviewer ratings of the applicant's job suitability.

METHODS

The participants were 80 white female and 80 white male undergraduate students. Simulated video-taped employment interviews were constructed in which a black and white applicant presented biographical background and job-related information. The background information was manipulated to be either similar or dissimilar to the background of the student. Each student was given a detailed job description for a mechanical-engineer technician position before viewing the video-taped interview for one applicant. The applicant was either black or white and either had a similar or dissimilar background. After viewing the tape, the students rated the hypothetical job applicant on a 25-point, hiring-recommendation scale.

RESULTS

Analysis of variance procedures were used to examine the data. The findings showed that biographical background similarity between the applicant and interviewer led to higher hiring recommendation ratings. The race of the applicants was not found to influence the ratings.

TITLE: The Effects of Sex, Marital Status, and Educational Background on Selection Decisions

AUTHOR(S): Renwick, P., and Tosi, H.

SOURCE: Academy of Management Journal, 1978, 21, 93-103

PROBLEM

Studied the influence of sex, marital status, undergraduate major, and graduate degree on employment decisions for managerial positions.

METHODS

The participants in this study were 16 female and 64 male graduate students. Each student received a packet containing resumes for 10 hypothetical job applicants and two job descriptions. The basic difference between the two managerial positions was that one required extensive travel while the other did not. The students were asked to rate the suitability of each applicant (on a seven-point scale) for each of the two positions. Each student was also instructed to list the most suitable candidate and the least suitable candidate for both positions. Applicant sex, marital status, undergraduate major, and graduate degree were systematically varied across the 10 resumes.

RESULTS

Analysis of variance and chi-square procedures were used to examine the data. The results of the analyses suggested that the job applicant's particular field of specialization and graduate degree play a more influential role in selection decisions than do personal characteristics such as sex and marital status. Certain combinations of the manipulated variables were found to be perceived as more suitable than others. An interesting finding was that the most- and least-suitable candidates were males.

TITLE: Elements of Efficient Job Hunting

AUTHOR(S): Rogers, E.

SOURCE: Journal of College Placement, 1979, 40(1), 55-58

PROBLEM

Collected data for the purpose of obtaining the advice of personnel directors regarding job-hunting techniques.

METHODS

A questionnaire was mailed to 170 major American corporations in the areas of industrial production, retailing, diversified financial services, commercial banking, advertising, utilities, and life insurance. Fifty-eight percent of the questionnaires were returned. The questionnaire included numerous rating-scale items assessing opinions regarding references, grades, and resumes.

RESULTS

Many conclusions were drawn from the data collected. With regard to references, the major conclusion was that the greatest interest of personnel directors is in references from previous employers. The major conclusion regarding grades was that employers are very concerned about a job candidate's grades. The many items regarding resumes were classified as dealing with content-correctness, content-data, and form. Data from content-correctness items led the author to conclude that the most likely resume "knock-out" is poor grammar, with poor spelling a close second. The data clearly indicated preferences of personnel directors for resumes including content-data relating to job objective, extra-curricular activities, colleges attended, and college grades. The only clear finding regarding resume form was that employers prefer standard (8-1/2 x 11) size resumes.

TITLE: Sex Effects on Managerial Hiring Decisions

AUTHOR(S): Rose, G.L., and Andiappan, P.

SOURCE: Academy of Management Journal, 1978, 21, 104-112

PROBLEM

Investigated whether the sex-role context of a position would influence the impact of sex on managerial hiring decisions.

METHODS

The participants for this study were 20 female and 55 male undergraduate students. Each student was asked to evaluate hypothetical applicants for managerial positions in a branch banking firm. Applicants were constructed to be essentially identical except for sex (name). Four equivalent department-manager positions were constructed. They differed only in the proportions of male to female workers. The students evaluated a particular applicant for a particular position. This process was repeated four times. After reviewing information for a particular applicant and position, each student was asked to rate the applicant on four criteria (e.g., probability of success on the job).

RESULTS

Analysis of variance procedures were used to evaluate the data. The findings from the analyses led the authors to conclude that whenever evaluators are aware of the specific job context in which an applicant might work and are considering males and females exhibiting comparable characteristics, their evaluations are likely to be strongly affected by whether or not the applicants' and subordinates' sexes match, not by the applicant's sex alone. It was found that the students favored applicants whose sex matched the subordinates.

TITLE: Effects of Applicant's Sex and Difficulty of Job on Evaluations of Candidates for Managerial Positions

AUTHOR(S): Rosen, B., and Jerdee, T.H.

SOURCE: Journal of Applied Psychology, 1974, 59, 511-512

PROBLEM

Tested the hypothesis that female applicants for managerial positions are evaluated as less acceptable than male applicants with identical qualifications and the discrimination is more severe when positions are more demanding.

METHODS

The participants were 255 male undergraduate business students. The students read the job requirements for a management position, then reviewed a standardized application form which presented detailed information regarding the applicant. After reviewing the information, the students indicated the acceptance or rejection of the applicant and rated the applicant on a variety of job factors. This same procedure was repeated for three other positions and applicants. Position descriptions were either for demanding jobs or for routine jobs. Applicants were either female or male, but their qualifications were identical.

RESULTS

Chi-square and analysis of variance procedures were used to examine the obtained data. The results of the analyses supported the hypothesis. Male applicants were accepted more frequently and rated more suitable for the managerial positions than were female applicants with the same qualifications. It was also found that the lowest acceptance rates and the lowest ratings were for females applying for demanding managerial positions.

TITLE: Sexual Discrimination in the Use of Letters of Recommendation: A Case of Reverse Discrimination

AUTHOR(S): Rosenblum Kryger, B., and Shikiar, R.

SOURCE: Journal of Applied Psychology, 1978, 63, 309-314

PROBLEM

Tested the hypothesis that female applicants are less favorably evaluated for a traditionally-male job and applicants with letters of recommendation written by females will be less favorable evaluated.

METHODS

Eight different letters of recommendation were written for a hypothetical applicant applying for a management trainee position. The letters differed based on the combination of the sex of the writer (male or female), sex of the applicant (male or female), and favorableness of the letter (favorable or unfavorable.) One version of the letter and a questionnaire were mailed to 128 male personnel managers. The questionnaire assessed, among other things, whether or not the manager would proceed with an interview for the applicant described in the letter. A total of 75 usable questionnaires were returned.

RESULTS

Analysis of variance procedures were used to test the two hypotheses. Contrary to what was expected, the managers indicated that they were more likely to proceed with an interview with female applicants than with male applicants and it was found that the sex of the letter writer had little impact on the decision to grant an interview. The former result was described as indicating reverse sexual discrimination against male applicants.

TITLE: Grades and Extra-curricular Activities

AUTHOR(S): Rosson, J.G., Schoemer, J., and Nash, P.A.

SOURCE: Journal of College Placement, 1973, 33(3), 73-76

PROBLEM

Examined whether or not employed and unemployed graduating college seniors differed on the basis of grades received, membership in campus organizations, and leadership positions held in these organizations.

METHODS

A total of 1,579 graduating seniors from one university were given a questionnaire to complete. A total of 932 usable questionnaires were returned. Only those students who had permanent employment and those who were unemployed and still looking were considered for participation in this study. This criteria reduced the sample to 469 students, 204 females and 265 males, 275 employed and 194 unemployed. The questionnaire requested information on grade-point average, organizations joined, and offices held in these organizations.

RESULTS

Chi-square tests were used to evaluate the differences between the employed and unemployed graduating seniors. With regard to grades, the test results led the authors to conclude that the assumption that students with high grades have a better chance of obtaining employment than students with average grades is not valid. With regard to organizations joined and offices held, the test results led the authors to conclude little effect of these variables except for females where employment seems to be enhanced for those participating in campus organizations.

TITLE: Order Effects in Assessment Decisions

AUTHOR(S): Rowe, P.M.

SOURCE: Journal of Applied Psychology, 1967, 51, 170-173

PROBLEM

Studied whether personnel-selection decisions are differentially influenced if the applicants are evaluated in order from best to worst, or from worst to best.

METHODS

The participants in this study were 75 undergraduate university students and Army recruits who collectively were described as representative of the general adult population. Each participant evaluated descriptions of individuals containing varying proportions of favorable and unfavorable adjectives. Three orders of presentation were examined: Ascending (i.e., all unfavorable adjectives through to all favorable), descending, and random. After reading each description, the participants were required to indicate their favorableness toward the individual before reading the next description.

RESULTS

Analysis of variance procedures were used to test for the existence of order effects. The results indicated that more individuals were judged favorably when the descriptions were presented in ascending order than when the descriptions were presented in descending order. The findings led the author to conclude that whether an applicant is accepted or rejected for a job, may well depend more on the characteristics of the previous applicants than on the individual's own traits.

TITLE: Job Marketability Training and Placement Success

AUTHOR(S): Schlossman, A.G.

SOURCE: Journal of College Placement, 1979, 39(3), 39-42

PROBLEM

Part of the study evaluated the effectiveness of job-marketability training in enhancing job-search preparedness and job employability.

METHODS

A total of 115 college students volunteered to participate in the experiment. Fifty-nine were randomly assigned to a group which received training and 56 to a no-training control group. The training group had instructions on a variety of topics, including job-search planning, resume preparation, job-search correspondence, and job-interview techniques. Five hours of training were provided. An instrument was completed by all the participants before and after the training in order to measure job-search preparedness. Interviews conducted by professional recruiters after the training were used to obtain job-employability ratings for each of the 115 participants.

RESULTS

Differences between the training and control group on both job-search preparedness and job-employability data were examined with t-tests. The results of the tests indicated some support for the idea that the training had positive effects. It was found that the training group scored higher than the control group on 9 of the 38 items included on the job-search preparedness instrument. It was also found that the training group received higher ratings than the control group on job employability.

TITLE: Personality Characteristics Associated With Job-Seeking Behavior Patterns

AUTHOR(S): Schneider, L.R., and Stevens, N.D.

SOURCE: Vocational Guidance Quarterly, 1971, 19, 194-200

PROBLEM

Examined the relationship between personality characteristics and job-seeking behavior.

METHODS

The participants were 111 female and 50 male graduating seniors registered with one of two college counseling and placement services. Personality characteristics were measured by administering the Neuroticism Scale Questionnaire. Although this instrument yields five personality scores, of particular concern in this study were the two scales measuring submissiveness/dependence and dominance/independence. Job-seeking behavior was assessed by administering the Stevens Placement Readiness Scale. This scale measures placement readiness by determining the degree of specification, crystallization, exploration, confusion, and passivity in identifying job-goals. The participants were classified into various groupings based on their gender, personality, and placement-readiness scores. It was hypothesized that high-placement readiness will be associated with assertiveness and independence while low-placement readiness will be associated with passivity and dependence.

RESULTS

Chi-square analyses were used to evaluate this hypothesis. The authors reported that the findings supported the hypothesis with a high degree of confidence.

TITLE: Who Shall Be Hired: A Biasing Effect of the Buckley Amendment on Employment Practices?

AUTHOR(S): Shaffer, D., Mays, P., and Etheridge, K.

SOURCE: Journal of Applied Psychology, 1976, 61, 571-575

PROBLEM

Tested the hypothesis that prospective employers favor job applicants who have credentials that are confidential as opposed to open. The rationale was that employers would attribute greater credibility or accuracy to confidential letters of recommendation.

METHODS

The participants were 72 female and 72 male undergraduate students. Each student studied the placement file for one of eight hypothetical job applicants and then evaluated the applicant on several factors. The hypothetical job applicants were all male but varied on three variables: competence (high or low), enthusiasm of the letters of recommendation (high or low), and type of placement file chosen (open or confidential). These manipulations were accomplished by varying the content of the applicant's placement file, i.e., a biographical sketch, a registrar's statement regarding academic progress and grade-point average, and two letters of recommendation. The students evaluated the applicant on whether or not they would hire the applicant and other factors by responding to a series of seven-point scales.

RESULTS

Multivariate analysis of variance procedures were used to test the hypothesis. The overall findings led the authors to conclude the confirmation of their hypothesis that prospective employers favor job applicants who select confidential as opposed to open placement files. It was found that applicants with confidential placement files were judged by the students as being more attractive prospective employees.

TITLE: The Anatomy of College Recruiting

AUTHOR(S): Shaw, A.C.

SOURCE: Journal of College Placement, 1968, 28(3), 81-86

PROBLEM

Part of the study sought to identify the factors most frequently rated in interviews and most frequently found on application blanks.

METHODS

A questionnaire was sent to 42 companies that recruited at one university campus. All 42 companies completed the questionnaire. Personal interviews with a representative from each company were also conducted to collect data. Nearly two-thirds of the companies participating in the study employed between 1,000 and 25,000 people.

RESULTS

The data collected revealed that appearance and speech (verbal expression) are the factors most frequently rated in interviews. Personality and interest in the job and company were found to be frequently rated during interviews. With regard to application blanks, questions relating to personal information, work experience, education, and military service were found to be most frequently asked.

TITLE: Differential Impact of Negative Stereotyping in Employee Selection

AUTHOR(S): Shaw, E.A.

SOURCE: Personnel Psychology, 1972, 25, 333-338

PROBLEM

Tested the hypothesis that the influence of negative applicant information on interviewer decisions would differ depending on the occupational area of the position.

METHODS

The participants were 132 college recruiters. Sixty-four of these recruiters were seeking engineering and scientific graduates and 68 were seeking graduates for management trainee positions. The recruiters were presented with descriptive resumes and accompanying photographs of three hypothetical college graduates. Three types of negative information were built into the resumes, i.e., information relating to gender, financial and domestic problems, and poor physical health. After reviewing information for each applicant, the interviewers completed an adjective checklist and two rating scales in order to provide data regarding the applicant's suitability for the job. It was hypothesized that the recruiters seeking engineering and scientific graduates would be influenced less by negative information than recruiters seeking management graduates.

RESULTS

A series of t-tests were conducted to test the hypothesis. Findings of the tests indicated that the hypothesis appears to be sustained when the negative information is the applicant's sex, but not in the case of the other two types of negative information.

TITLE: Grades and Non-Technical Recruiting

AUTHOR(S): Shell, C.I.

SOURCE: Journal of College Placement, 1967, 28(1), 101-105

PROBLEM

Examined the relative importance of academic performance in relation to other factors in job-interview decisions involving college students.

METHODS

A group of 290 employers who recruited non-technical graduates at one university campus were sent a questionnaire. A total of 232 usable questionnaires were returned. The three-page questionnaire contained questions on extra-curricular activities, marital status, self-financing, personality, and grades. Respondents were asked to indicate the relative importance of each factor by ranking the factors. Data regarding job function and type of employer were also collected with the questionnaire.

RESULTS

The responses of the employers revealed that overall grades were ranked as most important in interview decision-making. Personality was ranked a close second with extra-curricular activities and self-financing a distant third. An important finding was that the rankings varied substantially among different types of job functions and employers. For example, manufacturers of durable goods ranked personality as more important than grades.

TITLE: Grades Continue to Be Stressed by Recruiters

AUTHOR(S): Shell, C.I., and Patrick, F.A.

SOURCE: Journal of College Placement, 1973, 33(3), 77-82

PROBLEM

Part of the study examined the relative emphasis placed on five selected personal factors in making hiring decisions.

METHODS

A total of 270 organizations were sent a three-page questionnaire. The organizations were randomly selected from the Fortune listings of the 500 largest industrial firms, 50 largest banks, 50 largest retailers, 50 largest transportation companies, and so on. Sixty-seven percent of the 270 organizations returned usable questionnaires. The respondents were asked to rank order five personal factors on the basis of importance. The five personal factors were applicant grades, personality, extra-curricular activities, self-financing, and marital status.

RESULTS

Analysis of the data showed that personality and grades were by far the most heavily weighted factors with regard to importance in making decisions whether or not to hire college graduates. Another interesting finding of the study was that the respondents overwhelmingly disapproved of the use of pass-fail grades, particularly in the major field of study.

TITLE: Impact of Recruiter Authoritarianism and Applicant Sex on Evaluation and Selection Decisions in a Recruitment Interview Analogue Study

AUTHOR(S): Simas, K., and McCarrey, M.

SOURCE: Journal of Applied Psychology, 1979, 64, 483-491

PROBLEM

Investigated whether male and female job applicants are judged differently by interviewers differing in authoritarian personality.

METHODS

A total of 42 female and 42 male professional personnel officers participated as judges in this study. All the participnts completed the Revised California F Scale and the scores were used to classify 14 females and 14 males into high-, moderate-, and low-authoritarian groups. The respondents read a job description of an administrative trainee position. Information on four applicants for the position was presented. Presentation of the information was accomplished by having the respondents read a resume and view a brief videotaped segment of an interview. Following the presentation of each interview, the respondents evaluated the applicant using a semantic-differential instrument. After all four applicants were evaluated, the respondents ranked the applicants in the order in which they would hire them.

RESULTS

Freidman and Tukey tests were used to evaluate the rank data regarding hiring. Analysis of variance procedures were used to examine the evaluative data. The findings of the analyses generally supported the research hypothesis. This hypothesis was that high-authoritarian personnel officers of both sexes would rate male job applicants more favorably than females and subsequently would make more job offers to male than female job applicants.

TITLE: Factors Affecting the Final Decision in the Employment Interview

AUTHOR(S): Springbett, B.M.

SOURCE: Canadian Journal of Psychology, 1958, 12, 13-22

PROBLEM

Investigated the influence of applicant appearance and application information and the order these are received on employment-interview decisions.

METHODS

Two studies were reported in this article. One study was conducted in an industrial setting. This study was conducted in four organizations and involved two interviewers interviewing 48 applicants for specific jobs. Each interviewer rated each applicant on the basis of application information, appearance, and total impression. The factor rated first was varied. The second study was conducted in a military setting. In this study 18 experienced Army personnel officers evaluated the same three applicants for training in a specific regiment. The applicants varied in appearance. Three application forms varying in suitability of qualifications were used by each applicant during different interviews. As in the industrial study, ratings on application information and appearance were collected.

RESULTS

Chi-square and t-tests were used to evaluate the data. The results led the author to conclude that appearance and application information provide information during the first two or three minutes of the interview which has a substantial impact on the final interview decision. The author also concluded that application information contributes more than appearance to the decision.

TITLE: Getting Through the Resume Preparation Maze: Some Empirically Based Guidelines for Resume Format

AUTHOR(S): Stephens, D.B., Watt, J.T., and Hobbs, W.S.

SOURCE: Vocational Guidance Quarterly, 1979, 28, 25-34

PROBLEM

This study was conducted to determine whether or not alterations in resume format (the mechancial way in which the contents are presented) affect the personnel officer in making the decision to interview and employ the applicant.

METHODS

A questionnaire was sent to the ranking personnel officer of 100 organizations selected at random from the Fortune 500 list. The questionnaire asked the respondents to indicate, on a five-point scale, the degree to which each resume characteristic influences the decision to interview and/or hire job applicants. The numerous resume characteristics listed on the questionnaire were classified as being concerned with one of six topics: order of presentation of content items, positioning of information on the page, neatness, physical dimensions, italicizing, and style. Fifty-seven of the questionnaires mailed were returned in usable form.

RESULTS

The average and standard deviation of the rating on each resume characteristic led the authors to conclude that it seems that the resume most likely to elicit a positive response should be neat and error-free. The authors went on further to suggest that resumes should be specific, with high-information content, and they should be succinct, a single page if possible.

TITLE: Placement Readiness and Placement Success

AUTHOR(S): Stevens, N.D.

SOURCE: Personnel and Guidance Journal, 1963, 41, 700-704

PROBLEM

Studied the relationship between placement-readiness characteristics and placement-success factors.

METHODS

The participants in this study were 100 registrants for university placement services seeking full-time jobs in education. Special instruments to measure placement readiness and placement success were developed for the study. The placement-readiness instrument was a 10-dimensional, five-point scale based on Ginzberg's developmental theory of occupational choice. This instrument was completed for all clients before they were placed. The placement-success instrument measured success in terms of obtaining a teaching job and whether this job was at the desired institutional level, geographic area, salary, and period of time. This instrument was completed for each client as a follow-up. The data collected were used to classify the clients as either high, moderate, or low in both placement readiness and placement success.

RESULTS

The relationship between placement readiness and placement success was evaluated by using chi-square tests. The findings led the author to conclude that success in job placement is associated with the level of placement readiness. High-placement success was found to be associated with high-placement readiness.

TITLE: Job-seeking Behavior: A Segment of Vocational Development

AUTHOR(S): Stevens, N.D.

SOURCE: Journal of Vocational Behavior, 1973, 3, 209-219

PROBLEM

Two studies are reported in this article. The first study examined the influence of job-seeking behavior patterns on placement success. The second study investigated the relationship between personality characteristics and job-seeking behavior patterns.

METHODS

The participants for the first study were 100 male and female graduating seniors, graduate students, and alumni registered with a university placement service. A pilot study was conducted to develop scales to measure placement readiness and placement success. These two scales were completed for each participant and the data obtained were used to classify the participants as either high, moderate, or low in both placement readiness and placement success. The participants for the second study were 111 female and 50 male graduating seniors registered with a university placement service. The placement-readiness scale was employed in this study along with Sheir and Cattell's Neurotic Scale Questionnaire which measures five personality characteristics: submissiveness/dominance, sensitivity/tough-mindedness, neuroticism/nonneuroticism, anxiety/nonanxiety, and depression/cheerfulness. Placement-readiness scores were used to classify the participants into either a high- or low-readiness group.

RESULTS

Chi-square analyses were used to evaluate the data. In the first study, the analyses revealed evidence to suggest that job-seeking behavior pattern, as indicated by placement readiness, is associated with placement success. High-placement readiness was found to be related to high-placement success. In the second study, the results indicated support for the notion that job-seeking behavior pattern is related to personality. Three of the five personality dimensions studied were found to be associated with placement readiness.

TITLE: Interviewer Consistency in the Use of Empathic Models in Personnel Selection

AUTHOR(S): Sydiaha, D.

SOURCE: Journal of Applied Psychology, 1962, 46, 344-349

PROBLEM

Sought to determine if empathy influences the selection decisions of interviewers.

METHODS

Eight Canadian Army personnel officers interviewed 14 to 50 applicants. Empathy data were collected using two instruments: a 44-item introversion-extraversion questionnaire and a 140-item form of the Semantic Differential. After each interview, the personnel officers completed both instruments according to the way they believed the applicant would describe himself. The applicants completed the two instruments in terms of their own reactions. Following the completion of all the interviews, the eight personnel officers completed the instruments with regard to their own self-descriptions. Data regarding which applicants were accepted and rejected were also collected.

RESULTS

Correlational analyses revealed large inter-interviewer inconsistency. The findings were interpreted as indicating that some interviewers tend to make selection errors by resorting to empathy as a basis of decision making.

TITLE: Effects of Eye Contact and Social Status on the Perception of a Job Applicant in an Employment Interview Situation

AUTHOR(S): Tessler, R., and Sushelsky, L.

SOURCE: Journal of Vocational Behavior, 1978, 13, 338-347

PROBLEM

Studied the effects of an applicant's eye contact and social status on interviewers' evaluations of that applicant.

METHODS

The participants in this study were 41 female and 19 male undergraduate students. The female and male students were randomly assigned to one of two conditions of social status and to one of three conditions of eye contact. The students played the role of interviewer in a state employment office. They used an employment interviewing form to serve as a guide while conducting the interview. Each student interviewed the same applicant. The applicant either maintained constant eye contact, maintained eye contact some of the time, or did not maintain eye contact. The applicant was portrayed as either from a low social-status background or a high social-status background. Following the interview, the students rated the applicant on a variety of factors. Most important among these factors was how well the applicant was suited for a job requiring a high degree of self-confidence.

RESULTS

Analysis of variance procedures were used to evaluate the data. The findings revealed that eye contact, social status, and the interaction of these two factors influenced the job-suitability ratings. The data suggested that the high social-status applicant was perceived as more suitable except when no eye contact was maintained. In the no eye-contact condition, the high- and low-status applicant were perceived as equally suitable.

TITLE: Factors Affecting Employee Selection in Two Cultures

AUTHOR(S): Triandis, H.C.

SOURCE: Journal of Applied Psychology, 1963, 47, 89-96

PROBLEM

Part of the study was concerned with determining the relative influence of various applicant characteristics on the hiring decisions of personnel directors.

METHODS

A questionnaire was sent to 106 personnel directors. Only 32 of the personnel directors returned usable questionnaires. The questionnaire included 32 brief descriptions of different applicants. Each description included four characteristics of the applicant. For example, a description used in the questionnaire was a "white woman, 55 year-old, highly competent." The characteristics manipulated in these descriptions were competence, age, sex, race, religion, sociability, and wealth. After reading each applicant description, the respondents marked a seven-point scale ranging from "I strongly oppose" to "I strongly recommend" the hiring of this individual. The respondents completed the questionnaire three times, once for each of three positions, i.e., accounting manager, district finance office manager, and company comptroller.

RESULTS

Analysis of variance procedures were used to examine the data. The findings suggest that the personnel directors place more emphasis on competence than on any other characteristic in making hiring decisions. Race and sociability were also found to be factors considered in making the employment decision.

TITLE: What Do Recruiters Really Look For in Candidates?

AUTHOR(S): Tschirgi, H.D.

SOURCE: Journal of College Placement, 1972-73, 33(2), 75-79

PROBLEM

Attempted to identify factors deemed important in hiring interviews of students seeking careers in business.

METHODS

An instrument titled the "Business Recruit Characteristics Questionnaire" was sent to 200 organizations who regularly visited a particular university campus for recruiting purposes. A total of 70 usable questionnaires were returned. The questionnaire asked the respondents to rate each of 11 interview characteristics (e.g., work experience and honors received) on a five-point scale of importance. Another part of the questionnaire asked the respondents to list five interview characteristics that they personally considered most important when interviewing candidates for employment.

RESULTS

A weighted averaging method was used to rank order the 11 interview characteristics rated by the respondents. The data revealed that grade-point average, personal appearance, extra-curricular activities, and work experience were rated the most important by the respondents. Analysis of the five characteristics listed by the respondents indicated that communication skills and grade-point average were by far the most important factors identified.

TITLE: Relationship Between Expectancy, Causal Attributions, and Final Hiring Decisions in the Employment Interview

AUTHOR(S): Tucker, D.H., and Rowe, P.M.

SOURCE: Journal of Applied Psychology, 1979, 64, 27-34

PROBLEM

Part of the study studied the effect of early expectancies on the favorability of a subsequent employment decision.

METHODS

The participants in this study were 72 male undergraduate students majoring in engineering. Each student was instructed to read a position description, then a letter of reference, and finally a series of transcripts. The position description detailed the requirements for a position of research associate. Each student read only one of three letters of reference. Twenty-four read a favorable letter, 24 an unfavorable letter, and 24 a neutral letter. The series of transcripts dealt with a single educational or work-related outcome. Five transcripts dealt with success situations and five with failure situations. The students were told that the transcripts had been taken from an actual interview. After reading all 10 transcripts, the students were asked to indicate whether they would accept or reject the job applicant.

RESULTS

Chi-square procedures were used to examine the data. The findings of the analyses led the authors to conclude that an interviewer who begins an interview with an unfavorable expectancy may ultimately be more likely to decide that the applicant is unacceptable. The authors also concluded that, to a lesser extent, the opposite would be true for the interviewer who begins with a favorable expectancy.

TITLE: The Effects of Racial Prejudice, Race of Applicant, and Biographical Similarity on Interviewer Evaluations of Job Applicants

AUTHOR(S): Wexley, K.N., and Nemeroff, W.F.

SOURCE: Journal of Social and Behavioral Sciences, 1974, 20(3), 66-78

PROBLEM

Part of the study examined the influence of applicant race and the similarity of background of the applicant and interviewer on interview evaluations.

METHODS

The participants in the study were 24 female and 96 male undergraduate psychology students. The students were asked to evaluate an individual applying for the job of mechanical-engineer technician. They were given a detailed description of the job, the applicant's photograph and resume, and an applicant-evaluation scale. Four hypothetical applicants were constructed from two resumes. One resume consisted of black-stereotype statements and the other contained white-stereotype statements. Each resume was presented as belonging to a white and a black applicant. After reviewing the applicant information, the students rated the applicant's job suitability on a 25-point evaluation scale.

RESULTS

To test the effects of applicant race and applicant-interviewer background similarity on the ratings, analysis of variance procedures were used. Findings from the analysis suggested that applicant race had no impact on the evaluations. The results did suggest that applicant-interviewer background similarity was a major determinant of evaluations of job applicants.

TITLE: Importance of Contrast Effects in Employment Interviews

AUTHOR(S): Wexley, K.N., Yukl, G.A., Kovacs, S.Z., and Sanders, R.E.

SOURCE: Journal of Applied Psychology, 1972, 56, 45-48

PROBLEM

Sought to determine whether or not contrast effects are a source of error in interview ratings.

METHODS

The participants were 40 female and 40 male undergraduate students. The students were given a detailed description of a job and an evaluation guide. Each student was shown three videotapes depicting interviews of applicants for the job. Applicants shown on the videotapes varied with regard to suitability for the job. The suitability levels were defined as high, average, and low. The first two videotapes viewed by each student showed applicants of the same suitability. This approach was used to create a particular frame of reference in the students. The third videotape shown to the students was either high, average, or low. After viewing each interview, the students rated the applicant on both a nine-point and a five-point scale regarding the individual's qualifications for the job.

RESULTS

Analysis of variance procedures were used to evaluate the data. The findings of the analyses led the authors to conclude that contrast effects can be an important source of error in employment-interview ratings of applicants who are average in suitability for the job. It was found that when an average applicant was preceded by two highs or two lows, the contrast effects were large.

TITLE: Use of Job Information as a Criterion in Employment Decisions of Interviewers

AUTHOR(S): Wiener, Y., and Schneiderman, M.L.

SOURCE: Journal of Applied Psychology, 1974, 59, 699-704

PROBLEM

Two studies are described in this article. They first investigated the relative contribution of relevant and irrelevant applicant information to the employment decision when job information is available to interviewers. The second examined the relative impact of relevant and irrelevant information when job information is not available.

METHODS

In the first study 48 experienced and 48 inexperienced interviewers were provided detailed job information, applicant information, and rating scales. Four hypothetical applicants for the job were evaluated by each interviewer. Applicant information was presented in writing with 20 descriptive statements characterizing each applicant. The information presented was either favorable or unfavorable and either relevant or irrelevant. After reviewing the information for each applicant, the interviewers made an accept/reject decision and indicated on a six-point scale the degree of strength of this decision. The second study was identical to the first with the exceptions that only 48 inexperienced interviewers participated and detailed job information was not provided.

RESULTS

Analysis of variance procedures were used to evaluate the data. The results revealed that job information was extensively used when available to interviewers. More importantly, associated with the use of job information was a major reduction in the effect of information on irrelevant applicant attributes on employment decisions.

TITLE: Improving Teacher Selection

AUTHOR(S): Yantis, J.T., and Carey, M.

SOURCE: Journal of College Placement, 1971-72, 32(2), 75-77

PROBLEM

This study was conducted to determine the relative emphasis placed on various criteria in evaluating graduating seniors seeking initial employment in teaching and in evaluating experienced teachers seeking other employment in teaching.

METHODS

A total of 507 superintendents and personnel directors from Michigan public schools completed a questionnaire. The questionnaire required these school administrators to rank various evaluation criteria with regard to the importance they placed on each in making the decision whether or not to hire a first-year teacher and an experienced teacher. The criteria ranked by the administrators were grade-point average, academic-evaluation letter, character-reference letter, extra-curricular activities, student-teaching evaluation form, personal interview, and past employer references.

RESULTS

The average rankings revealed that for graduating seniors the personal interview and student-teaching evaluations form were the most important criteria. For experienced teachers, the data indicated that past employer references and the personal interview were the most important criteria. For both graduating seniors and experienced teachers the results suggested that character-reference letters and extra-curricular activities were the least important criteria.

TITLE: Beyond Words: Influence of Nonverbal Behavior of Female Job Applicants in the Employment Interview

AUTHOR(S): Young, D.M., Beier, E.G., and Beier, S.

SOURCE: Personnel and Guidance Journal, 1979, 57, 346-350

PROBLEM

Studied the impact nonverbal communication has on the evaluation of female job applicants.

METHODS

Three studies were presented in the article. In the first study, 32 female students received one of four randomly assigned sets of instructions regarding the use of nonverbal cues in interviews. The students were videotaped while participating in an employment interview and the students' performance was rated by several groups of student judges who viewed the videotapes. In the second study, the tapes from the first study were replayed for several groups of professional employment interviewers and performance ratings were obtained. The third study compared the influence of nonverbal behavior and work histories on hiring decisions. This study involved 126 students in watching a videotaped interview showing good or bad nonverbal style, reading a written evaluation regarding the applicant's work history, and rating the applicant with regard to how much the individual deserved the job.

RESULTS

Regression and analysis of variance procedures were used to evaluate the data. Results of the analyses for the first and second studies indicated that ratings of applicants' subtle nonverbal behaviors were predictors of hiring decisions. Findings for the third study revealed that, regardless of the work history of the applicant, nonverbal style had a substantial effect on hiring decisions.

TITLE: Influence of Sex and Scholastic Performance on Reactions to Job Applicant Resumes

AUTHOR(S): Zikmund, W., Hitt, M., and Pickens, B

SOURCE: Journal of Applied Psychology, 1978, 63, 252-254

PROBLEM

Sought to determine whether or not sex discrimination exists in the evaluation of job-applicant resumes for a traditionally-male occupation.

METHODS

The participants for this study were personnel directors of 100 corporations seeking college graduates with majors in accounting. Four different resumes were constructed. These resumes represented a combined manipulation of applicant sex and scholastic performance. Applicant sex was varied on the resume as being obviously female (named Linda) or as being unspecified (initials L.C.). Scholastic performance was varied to represent either a high performer (3.8 GPA) or an average performer (2.8 GPA). All other information presented on the four resumes was identical. One of the four resumes was sent at random to the personnel directors. The impact of the various resumes was assessed by counting the number of letters received suggesting a personal interview or saying no job was available.

RESULTS

Chi-square procedures were used to test the effects of gender and GPA. The results indicated that the number of positive responses were influenced by both the applicant's sex and scholastic performance. More positive responses were received for the resumes using initials and the resumes representing a high performer. The authors concluded that access sex discrimination for employment still exists in traditionally-male occupations.